REPORT RESUMES

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CURRICULUM GOALS FOR REGION 5.

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SOUTH CAROLINA REGION 5 EDUC. SERVICES CENTER

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THE MAJOR VEHICLE FOR SCHOOL IMPROVEMENT IN SOUTH CAROLINA HAS BEEN THE ESTABLISHMENT OF MINIMUM STANDARDS FOR SCHOOLS, TO QUALIFY FOR STATE FUNDS. CONTINUED STUDY OF THE MINIMUM STANDARDS HAS DONE MUCH TO IMPROVE EDUCATION, BUT HAS NOT SERIOUSLY CHALLENGED THE LEADING SCHOOL DISTRICTS. SINCE IN MANY AREAS EDUCATORS AGREE THAT IT IS VIRTUALLY IMPOSSIBLE FOR A SCHOOL DISTRICT TO HAVE A WELL-ARTICULATED CURRICULUM FOR GRADES 1 THROUGH 12 WITHOUT WRITTEN CURRICULAR PLANS, A LARGE QUANTITY OF WORK HAS BEEN DONE IN THIS AREA. THIS DOCUMENT PRESENTS POSITION PAPERS IN 23 OF THESE CURRICULAR AREAS, OUTLINING OPTIMUM PROGRAMS AS VISUALIZED BY CONSULTANTS FROM THE SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION, COLLEGE PROFESSORS, AND PUBLIC SCHOOL TEACHERS. (ES)

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S. C. Region V
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CURRICULUM GOALS
for
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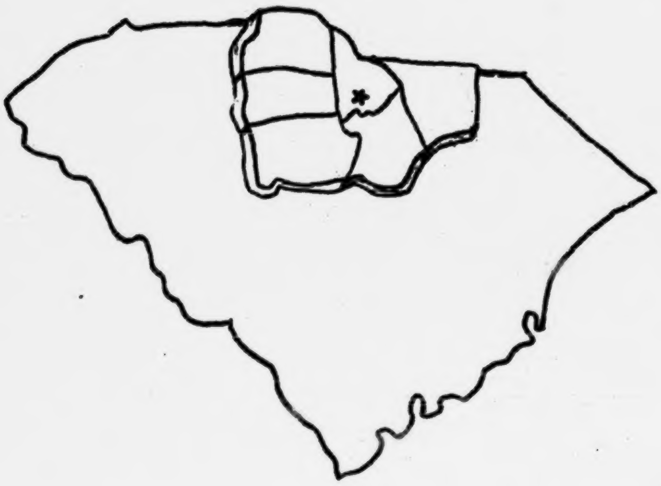

A cooperative effort among the fourteen school districts throughout six counties—Chester, Chesterfield, Fairfield, Kershaw, Lancaster, and York.

P. O. Box 520
Lancaster, South Carolina

RC 002376

A PACE Program, Title III, ESEA

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CURRICULUM GOALS

for

REGION V

Presented to:

All Schools in Region V

Chester County	Kershaw County
Chesterfield County	Lancaster County
Fairfield County	York County

Submitted by:

South Carolina Region V Educational Services Center

Mr. Stuart R. Brown, Project Director
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February 1, 1968

PREFACE

The major vehicle for school improvement in South Carolina has been the establishment of minimum standards for schools in order to qualify for State funds. While individual school districts have exceeded minimum standards, there has been no coordinated approach among districts to define or establish optimum programs.

The continued study of minimum standards has done much to improve education in South Carolina, but has not seriously challenged the leading school districts. Minimum standards are limited in providing direction in curricular development since they tend to be more quantitative than qualitative in design.

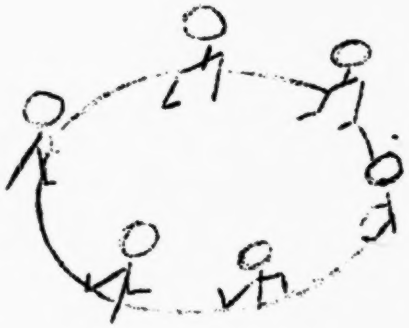
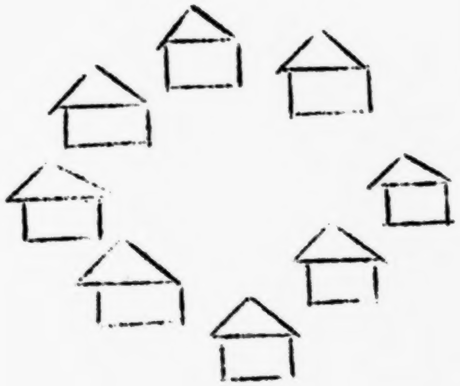
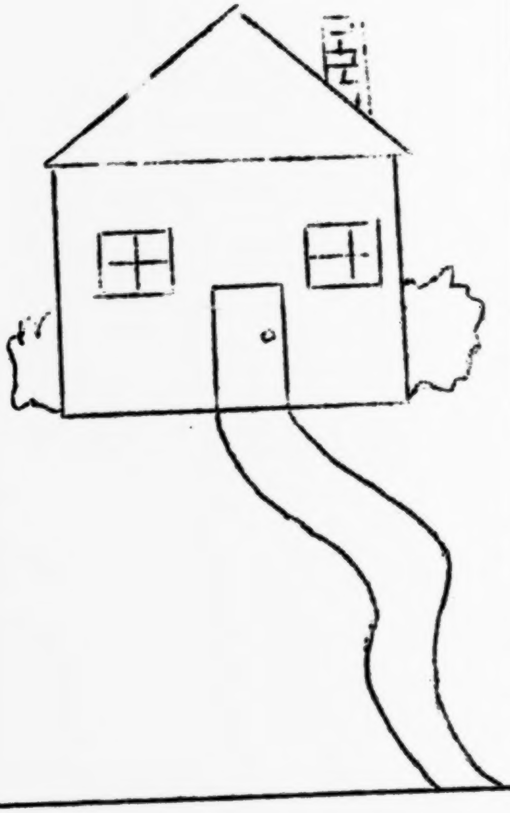
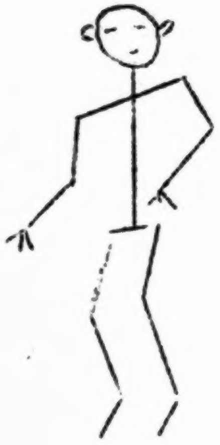
Position papers outlining optimum programs have been developed in twenty-three curricular areas. These position papers will serve as useful models for school districts as they begin to develop written curricular plans.

Curricular specialists agree that it is virtually impossible for a school district to have a well-articulated curriculum for grades one through twelve without written curricular plans. The position papers represent only the "beginning point" for curricular study. The outline presented in Figure 1 on the following page is presented to suggest responsibility for developing written curricular planning by the Region, each school district, each school, and each teacher.

The involvement of teachers in the preparation of position papers represents a first step in identifying barriers existing between current and optimum programs. Through the involvement of teachers at each step of curricular study it is felt that changes will be more readily accepted and the implementation of many recommendations can be made immediately.

FIGURE 1

WRITTEN CURRICULUM PLANNING

Position Papers	Curriculum Guides	Curriculum Syllabi	Lesson Plans
Optimum Program 	District Program with Existing Resources 	School Program 	Curriculum 
Developed by Regional Group with Help of State Department of Education Personnel.	Developed by Each School District.	Developed by Each School.	Developed by Each Teacher.

PROCEDURES

Consultants from the South Carolina State Department of Education, college professors, and the staff of the South Carolina Region V Educational Center prepared a position paper for each area of the curriculum. These papers provided a "starting point" for the teachers of Region V to begin to develop a curricular position paper for the six counties in Region V.

A small Task Force (one teacher for each curricular area from each of the fourteen districts) was selected to meet with the consultants who prepared the position papers. The consultants' position papers were mailed to the teachers three weeks prior to meeting with the consultants. This provided an opportunity for participants to read the position papers and discuss them with fellow teachers in each school district prior to the meeting.

Approximately 300 teachers from the six-county region then met at an all-day workshop at Winthrop College to discuss and analyze position papers. These papers were modified by the group to reflect a recommended optimum school program for each school district in this geographic area of South Carolina.

ACKNOWLEDGMENT

Many persons contributed to the development of the curricular position papers. School superintendents from each of the six counties participated in the preplanning of this in-service educational activity and only through their vision was it possible to provide for released teacher time to conduct this study. Many members of the South Carolina State Department of Education, several college professors, and several public school teachers served as consultants to the study groups responsible for the position papers. Chairmen of the study groups were selected from the teachers and school administrators participating in the workshop. Teachers from six counties in Region V participated in this study.

Special appreciation is expressed to the following consultants and chairmen:

STUDY GROUP	CONSULTANT	CHAIRMAN
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English	Mr. Albert Somers	Mrs. Nell Wilkins
Science	Mr. Albert Dorsey	Mr. Marvin O'Neal
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ACKNOWLEDGMENT--continued

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VOCATIONAL AGRICULTURAL EDUCATION

Vocational agriculture is an integral part of the total educational program and contributes to the general education objectives of the public high school. The program involves a study of the application of scientific principles to production, processing, marketing, and servicing operations in agriculture. Vocational education in agriculture also concerns itself with the development of attitudes and abilities needed for effective leadership and citizenship.

The major program objectives for vocational and technical education in agriculture, taking into consideration the broadened opportunities and responsiblilties given under the provisions of the 1963 Vocational Act, are:

1) to develop agricultural competencies needed by individuals engaged in, or preparing to engage in, production agriculture (farming);

2) to develop agricultural competencies needed by individuals engaged in, or preparing to engage in, other agricultural occupations such as:

a) sales and services
b) ornamental horticulture
c) forestry
d) agricultural machinery
e) floriculture
f) agricultural chemicals
g) pulpwood production
h) meat cutting, etc.

3) to develop an understanding of and appreciation for career opportunities in agriculture and the preparation needed to enter and progress in

agricultural occupations;

4) to develop the ability to secure satisfactory placement and to advance in an agricultural occupation through a program of continuing education;

5) to develop those abilities in human relations which are essential in agricultural occupations; and

6) to develop the abilities needed to exercise and follow effective leadership in fulfilling occupational, social, and civic responsibilities.

The 1963 Vocational Act broadened the objectives of Vocational Agricultural Education. It was intended to minimize the importance of programs for people engaged in production agriculture, but designed to expand the programs to include training of people engaged in servicing and supplying the farmer's needs and those engaged in processing and distributing the goods that the farmer produces.

To meet these objectives for students enrolled in a secondary program a four year course is available in local schools. The first two years are devoted to agricultural science with emphasis on plant and animal science, soils, fertilizers, and leadership. These two years also serve as a basis for the last two years which provide for specialized training for job entry in agricultural production or many of the other agricultural occupations, such as Ornamental Horticulture, Forestry, Agricultural Machinery, Floriculture, Sales and Services, Agricultural Chemicals, Meat Cutting, Pulpwood Production, etc. For the program to be effective, adequate facilities such as a classroom, shop area, tools, equipment, training aids, and consumable supplies must be made available. To meet the needs of the increased number of students desiring training in specialized courses, area vocational schools are in operation to supplement the local program in areas where opportunity for employment is greatest.

Through effective local chapters of the Future Farmers of America, in-school students receive valuable training in citizenship, leadership, scholarship, and cooperation. A supervised experience program is provided for youth and adults in production agriculture as well as in agricultural occupations.

Programs in agricultural production and agricultural occupations are conducted for adults in the local high school and in the area vocational centers.

ART

In every learning experience there are opportunities for children to grow emotionally and to develop a sense of aesthetic values. The far-reaching influence of an aesthetically pleasing school environment is often overlooked in our zeal to teach children the basic subjects. Aesthetic values enrich life and have a definite effect on the all-round development of children. Creative art and drama (as well as music) are important media for helping children to develop aesthetic values.

All pupils, faculty, and personnel of the school make contributions towards the development of aesthetic values. The atmosphere of the classroom, the building, and the school grounds are very important factors.

Art experiences are essential to the fullest development of all people at all levels of growth. Art is especially well-suited to such growth because it encourages freedom of expression. Art classes should be taught in such a manner that the activity would be developmental while providing essential knowledge that would increase aesthetic understanding.

Art is made up of two bodies of knowledge - a body of knowledge concerning the principles and processes of art experiences, and knowledge of art history and current art contributions. For a basic art program a background of art facts is imperative.

Appreciation is one of the most important goals in the art program. It leads to the enjoyment of art and the desire to participate in art endeavors wherever they may be found. As appreciation grows, it becomes more firmly based on the development of judgment and discrimination. Consequently, the individual is better able to evaluate and select not only works of "fine art" but also the every-day items with which he wishes to surround himself.

Skills, both direct and indirect, are developed through the art program. Indirect skills such as social skills, manipulative skills, and perceptual skills are stressed in the early grades, where as skills (direct) such as painting techniques, ceramics, sketching, etc. are stressed more and more as the child grows older. These skills give children the ability to make worthy use of their time and knowledge, they implement the child's own self-understanding, and they lay foundations for other skills that will be gained later in life.

In order to establish a comprehensive art program a school district should employ an art supervisor or coordinator. Responsibilities of that supervisor or coordinator shall be to develop a basic philosophy, to implement the general program, to stimulate cooperative planning, and to organize an approach. These duties should be the full time duties of the art supervisor or coordinator.

A good art program, well conceived, properly staffed, and properly housed, cannot function without adequate materials. Good equipment and ample auxiliary aids such as slides, prints, films, projection equipment, and funds for renting exhibits should be available.

Teachers, both elementary and special art teachers, should be provided continuing in-service programs that would be meaningful to them.

Suggestions For Teachers In Order Of Priority:

1) motivate and encourage creativity;
2) create an artistic atmosphere;
3) provide necessary materials for creative work;
4) encourage experimentation with materials;

5) correlate art with other subject matter when feasible;

6) provide art appreciation material; and

7) maintain an attractive school.

BUSINESS EDUCATION/OFFICE OCCUPATIONS

Business courses are offered in most schools throughout the United States. The business teacher in a small school may teach elementary and advanced typewriting, elementary and advanced shorthand, elementary and advanced bookkeeping. Frequently, the advanced bookkeeping may give way to a second section of elementary typewriting or to a class in some basic business subject.

The school should determine how:

1) to meet individual needs;

2) to meet the school needs;

3) to meet the community needs; and

4) to meet state and national needs.

The broad objectives should be:

1) to provide a program for the socio-economic, ethic groups, affluent groups, disadvantaged groups, and exceptional groups;

2) to provide programs for job-entry skills;

3) to provide a basic program for further study in the field of business;

4) to provide courses for further study of the academically talented person;

5) to provide a course for better understanding of our capitalistic system; and

6) to provide continuous information to school officials concerning the value of business and office occupations program.

The specific course objectives should be:

Personal Business

1) to help students manage their personal affairs;

2) to help students develop skills for use in other subjects;

3) to help students find their place in society by providing courses both exploratory and fundamental to our business community;

4) to help students at the elementary, high school, post high school and adult levels through innovation and experimentation; and

5) to help students have a better understanding of good office procedures.

Office Occupations

1) to help students develop marketable skills;

2) to provide programs that are applicable to the community needs;

3) to develop better communication between school and business;

4) to make students cost-conscious; and

5) to help develop better human relations.

Evaluation should:

1) provide for follow-up studies;

2) provide pre-tests and post-tests in co-ordination with and through the guidance department; and

3) provide an experience record of each student.

Some small schools in rural areas are replacing the job-training courses with a broader program combining basic business and personal-use typewriting. Many schools are offering a personal-use typewriting course for academic students. This is often a one-semester course. The major aim of such a program is to contribute to the general education of all students in the school instead of providing specialized job training for only a few students.

In larger high schools, more business courses are offered. In addition to two years of typewriting, bookkeeping, and shorthand, there may be such subjects as basic business or junior-business training, business arithmetic, economic geography, business law, economics, consumer education, salesmanship, advanded business training, business management, office practice, and clerical practice.

Office occupations is the vocational part of business education that requires a student to take a cluster of courses in a systematic order that will enable him to become an efficient office employee.

Office career education is provided through courses and curricula based on the career objective of the enrolee, including subject matter and practical experience. Such training should be available to the entire range of abilities--from the very low and slow to the very high and competent. Programs should be available, also, to all age levels and groups of persons.

Learning experience in office occupations programs must meet current job demands, develop marketable skills, and provide for related learning. The total program must provide for the branch of experiences necessary to the preparation of competent office workers.

Facilities should be provided that are appropriate for the instruction given. Equipment should be adequate to provide the students with the necessary orientation and skills to enter the office. Equipment and facilities should be comparable to those used in businesses in the area served by the office occupations program.

DISTRIBUTIVE EDUCATION

Distributive education refers to vocational education for those preparing for or engaged in distributing goods and services to the public, including all retail (such as apparel, accessories, and general merchandising), wholesale, and service occupations (such as lodging, food service, advertising services, marketing finance and credit), and other services in marketing and distribution.

The philosophy of the distributive education program should be clearly defined as it relates to the total philosophy of the school. The program should be organized as a cooperative venture between the secondary school and the business community.

The basic purposes of the high school distributive education program--either on the Cooperative or the Project Plan--are to (A) introduce the student to the field of distribution and marketing; (b) provide educational experiences which will enable the student to achieve success in a distributive occupation; and (C) provide the student with information which will make him aware of the varied career opportunities in distribution.

In addition to regular high school courses leading to graduation, students on both programs receive one period of job-related instruction. The Cooperative student spends his afternoons working in a selected distributive business in a planned program of supervised on-the-job training; the Project student spends his afternoons in identifying, developing, and evaluating competencies achieved through projects related to the student's occupational objectives.

The success of the distributive education program in the secondary school will be based on the development of a sound organizational pattern and the effectiveness with which teacher-coordinators are able to operate within it. Some factors upon which this organizational pattern depend are:

1) a current and up-to-date survey of the employment opportunities in distribution in the area served by the school;

2) a representative planning committee consisting of both school and business personnel;

3) correlation of classroom instruction with work on the job;

4) credit granted toward graduation for both classroom instruction and supervised job experience;

5) not less than fifteen hours each week required for on-the-job training, Cooperative Plan, or for participating experiences for the Project Plan;

6) compliance with the State and Federal laws pertaining to employment practices;

7) student selection and enrollment based on the interest, ability, and accepted guidance procedure;

8) student career objective is an integral part of his current program;

9) reasonably small classes, approximately twenty, which lends itself to individualized instruction necessary to meet the need of varied career objectives, which in turn requires:

10) a well-qualified teacher who not only meets requirements of the State Certification, which are minimum, but also has preparation in such related areas as vocational guidance, job analysis, and occupational information. In addition, the teacher must have an understanding of the general, as well as the vocational, needs of the youth and business men of the community.

As indicated for the organizational pattern, classroom instruction should be given to satisfy the training needs and career objectives of the students in the distributive education program. A career objective should be determined as definitely as possible through interviews with student, parent, and other teachers and available records. The career objective should not be limited to the specific student training job, but be considered in a broad general nature.

The classwork should be organized with great flexibility to challenge both the accelerated student and the slow learner.

The prescribed distributive education curriculum should provide for correlation with other subject areas such as English, social studies, mathematics, art, as well as other vocational fields.

The Vocational Act of 1963 challenged each vocational service for education of four groups: (1) high school students, (2) post-high students, (3) adults (or out-of-school programs), and (4) youth with special needs.

DIVERSIFIED OCCUPATIONS PROGRAM

Diversified occupations is a cooperative training program for students interested in entering a skilled trade or industrial occupation. This program, in its present form, offers an opportunity for eleventh- and twelfth-grade boys and girls to train part-time for the career of their choice, while continuing their regular school. The school and local industrial establishments work cooperatively, allowing a student-learner to begin work in the occupation in which he seeks training. Related instruction is provided by the school, and the employer trains the student-learner in the job skills and procedures as he progresses on the job.

While several different occupations may be included in a local program of diversified occupations, the individual student-learner receives training and experience in only one occupation. Thus, the diversity implied in diversified occupations applies to the program as a whole and not to the experience of the individual who is enrolled for training in one specific occupation. Some typical occupations in which the student-learner may be trained are: auto mechanics, radio and television repair, appliance repair, machinists, lab technicians, photographers, and building trades.

The students are employed and placed in a learning situation for a minimum of three hours per day and a minimum of fifteen hours per week; the major portion of this time being during the normal school day. The student is paid a comparable salary to that paid to beginning workers in that field. The student-learner on the job rotates through a schedule of job processes coordinated with the related instruction in the diversified occupations class.

The primary objectives of a diversified occupations program are:

1) to assist students to enter employment more advantageously upon graduation from high school by assisting them in acquiring useful and salable skills and knowledge;

2) to assist students to become useful, well-adjusted, productive citizens;

3) to give training to students that will enable them to progress more rapidly to key positions in industries;

4) to provide a program of training for those students who are interested in entering employment upon graduation from high school; thus, encouraging more youths to stay in school longer; and

5) to assure industries of better trained workers; thus, encouraging new industries of better trained workers; thus, encouraging new industries and expansion of existing industries.

The high schools today are being asked to help redress the massive deprivations, including the educational deprivations which many of our young people have suffered and to stimulate and motivate these youngsters to learn and achieve. All educators have a responsibility to participate in the efforts to break the cycle of poverty and to aid the socioeconomically handicapped child toward a more productive future. The students' secondary school years are the last few years during which the school has the opportunity to help prepare the students for adult responsibilities.

Some minor changes in the diversified occupations program may be one step forward in the right direction. A diversified occupations program can provide an opportunity for small schools in small communities to offer vocational education with supervised work experience in a variety of occupations. It can be utilized in communities which are not large enough to provide part-time jobs in sufficient quantities to support a work-experience program in a particular area (e.g., home economics, agriculture, office occupations, trade and industrial education), and in schools whose enrollment is not large enough to provide sufficient enrollment in any one particular area.

During the tenth, eleventh, and/or twelfth grades, these work-experience students would meet for one regular class period per day during the school year in a class conducted by the coordinator. In this class, they would study those knowledges and skills important for all students no matter what their occupation. Topics covered could include: How to Apply for a Job, Dress and Grooming, Occupational Relations, Business Law, Government Regulations, and Social Security Regulations.

All students enrolled in the work-experience program would be required to have completed, or to be completing, course work related to all vocational objectives, provided it is offered in the curriculum. For example, a student employed in an occupation related to trade and industrial education for his work experience would be required to have completed, or be taking, courses in trade and industrial education, provided such a course is offered in the curriculum. If it is not offered, the student could go directly into the twelfth-year diversified occupations educational program.

The minimum requirements for the diversified work-experience program would be the same as those present requirements for the diversified occupations program with the following exceptions:

A) Students would be required to have only one regular class period per day of released time for supervised work experience. (Our present program calls for a minimum of one and one-half hours of work experience during the normal school day.)

B) Students are required to work a minimum of ten hours per week during the school year. (Our present program calls for fifteen hours per week.)

DRAMA

The ability to bring one's entire being into expression is a basic element of the art form called "theater." Found in every child, expressiveness, brought into focus, can be channeled so that he may grow in appreciation of this cultural form and become more sensitive to human experience.

The popular concept of theater is often confused in peoples' minds with the smell of grease paint and the glitter of stardom. Educational theater too often conjures up the picture of groups of children mechanically sounding memorized lines and performing woodenly like miniature grownups.

This misconception has caused theater arts to be treated as an extra-curricular activity in most schools. Due to this fact school districts have not developed a basic drama program in the curriculum of the schools. Consequently, a very serious gap exists in the teaching of theater arts in the State's elementary and secondary school systems.

Creative drama combines painting, dancing, and singing as children act out imaginative stories. When led properly by a teacher trained in teaching creative dramatics, youngsters gain experience in interpreting the actions and motives of many personalities they would otherwise miss.

Theater education should begin in nursery school or kindergarten and remain a regular part of every student's school life all through high school. To have a specialist in the field of drama is certainly ideal; but when such a person is not available, teachers from other subject areas should provide for drama experiences.

Schools should provide opportunities for children to have both creative and "pure" drama experiences. The shy, reserved child is too often the child that is left out of drama experiences while he is the child that needs this experience the most.

By and large, creative drama experience should be thought of as to what it contributes to the participant rather than the entertainment it affords the viewer. Children should have opportunities to identify themselves with home, school, and community life through creative drama.

Below are suggestions for achieving this:

1) by dramatizing stories in subject matter--social studies, reading, etc. in room programs or chapel programs;

2) by having children write and act out their stories--report on trips;

3) by providing records for listening time of stories, etc.--poetry sharing;

4) by making or bringing puppets and dramatizing by puppet shows;

5) by giving imitation television or radio programs--present to homeroom and to other sections of classes; and

6) by playing storekeeper, policeman, postman, etc.

Drama experiences should also include opportunities for "pure" drama where special emphasis can be given to certain children classics as well as other drama activities. The teacher will want to provide "pure" drama experiences for those pupils with special talents. A few students will become professional actors, producers, designers, and directors. The purpose of the theater, however, is not to develop professionals, but rather to help all students grow into culturally knowledgeable individuals who will become a more astute and discriminating audience.

DRIVER AND SAFETY EDUCATION

Philosophy has always tried to formulate the objectives of a satisfactory existence to determine the components of the good life. In safety, philosophy is so integrated with the life of an individual that it becomes his outlook upon life. Civilized man constantly strives to improve his condition to enjoy a more plentiful life. Through philosophy, man attempts to discover the goals toward which he should direct his efforts; through science, man is able to obtain knowledge, skills, and techniques essential for the achievement of these goals--thus science and philosophy complement each other.

In the area of driver education, philosophy makes one aware of certain needs and places special emphasis on safety education and the shortcomings, while science indicates the means to remedy or satisfy these essentials. Driver education is closely tied with the cardinal principles of secondary education, and responsible authority should be constantly aware of the new era of motor vehicles and the surrounding changes.

One out of every seven persons in the United States works on a job connected directly with the operation and use of motor vehicles. The vocational implication with driver training now becomes obvious.

In recent years, there has been a strong demand for driver training, safety devices, and statistics on the part of the public, as well as national organizations; and there is also a great desire that the Federal Government have more impact on the public, toward getting a strong driver education program included in the high school program.

Certain basic beliefs, by automobile industries and by educators, are proposed as a guide at all educational levels:

1) The use of the highways is one of our major social problems.

2) Transportation has effects on all phases of living.

3) A high school course in driver education on the high school level appears to be the most positive means of assisting people toward a solution of solving the problem of highway accidents and fatalities among our people.

4) Since every child has a legal right to use the highways, within the limitations of the law, the school has a responsibility for providing instruction to assure that the student becomes informed on proper procedures.

5) Money expended for traffic safety education can draw rewards in the form of lives saved, injuries avoided, and reduced cost of accidents, provided well-supervised programs are properly administered.

6) Properly trained high school students will set an example for others in moral and social responsibility on our streets and highways. In order to provide the instructional program needed to satisfy the beliefs stated above, the following recommendations should be incorporated into the program:

1) A qualified instructor should be employed. It is recommended that the background preparation of the instructor include both basic and advanced course completion.

2) Optimum class size should be ten students, with a maximum of twelve students per class. This is necessary in order to provide adequate laboratory participation.

3) Equipment needed to provide adequate instruction should include mock-up or training equipment for the classroom phase, and a combination of conventional-type gear shift and automatic transmission for the laboratory phase of the program.

4) The classroom phase of the program should consist of adequate instruction, with the use of recommended materials, in (a) areas of safety education, (b) proper use of equipment, and (c) the operation and maintenance of the vehicle. Harmful effects of alcohol and other narcotics or drugs on the safe operation of motor vehicles should be incorporated into the program.

5) The program should be offered at no cost to the student during the regular school year. If the course is provided during the summer months, the collection of fees may be considered.

6) The provision of a teacher-aide is recommended. This feature enables the instructor to carry out the laboratory phase more effectively, while providing some supervision and instruction for students involved in the classroom phase at the same time interval.

7) Provisions should be made to include some adult training where instructional personnel and physical facilities permit.

The frequency of death and injury on highways and streets has caused education to look at the needs to alleviate this man-made slaughter. In 1965-66 South Carolina had one of the worst traffic accident records in the nation. The road deaths exceeded 900 in a year--an all-time record; in December, 100 traffic fatalities were reported by the South Carolina State Highway Department.

Many surveys have been conducted to learn if students who have had a complete course in driver education, under a competent certified teacher, have better driving records than those students who have not taken the driver education course. The reports from the surveys, with very few exceptions, verify that students who completed the driver education course had much better driving records than those who did not take the course.

Secondary schools in South Carolina are permitted to give credit and secure financial aid for the complete course in driver education by complying with the criteria recommended by the State Department of Education. Special legislation has been enacted for the purpose of providing driver education. Sections of the General Appropriations Bill passed by the General Assembly, April 9, 1966, are quoted below:

> Section 9: The governing board of any school district maintaining a secondary school which includes any grades nine through twelve, inclusive, shall establish driver education and training programs for students in high school grades.
>
> The State Board of Education shall allow to each school district operating a driver education program an amount equal to thirty dollars per pupil completing the standard prescribed course in the program in that school district during the preceding fiscal year in accordance with the regulations set forth by the State Board of Education for instructing pupils in driver education and training.

(Section 9 will take effect July 1, 1968.)

The Federal Highway Safety Act pertains to driver and safety education. State Department of Education and the South Carolina secondary schools expect to obtain federal funds under this act to train teachers and students in driver education.

ENGLISH LANGUAGE ARTS

The problems faced in devising English language arts programs for all students are multi-dimensional but not insurmountable. Language is a priceless possession developed in numerous ways. Through language, an individual can communicate his thoughts and feelings and can comprehend what others have said. Thus, to teach the language arts is a challenge, for when a teacher develops in his students language competence, he has released their capacity for direct, rich, first-hand experiences with persons, places, and things.

Being responsible for teaching the language arts means that a teacher is expected to advance pupils' skills and understandings in reading, oral and written expression, grammar, spelling, handwriting, listening, literature, and - perhaps most important - thinking. Clearly, the language arts teacher needs all the resources that can be placed at his disposal, as the development of language skills is most complex and basic to understanding most other subjects taught throughout the grades.

At all grade levels the ultimate purpose of language arts instruction is to increase the power and control of the use of language. Though the teacher of the language arts must be concerned with developing students' skills and concepts, the teacher must also be sensitive to language as a factor in social behavior. The teacher must be alert to the realistic daily opportunities in students' lives that will help students increase their personal, civic, and occupational competence through language. Too often skill in using language is developed through artificial drills done for their own sake. Students at all levels, however, learn best to listen, speak, read, write, and spell by actually listening, speaking, reading, writing, and spelling in situations in which the purposes of learning are clear and significant to them. The developmental nature of language power makes it impossible to set fixed standards for all students at any specific grade level.

Establishing a language arts program that develops meaningful language skills requires that administrators and teachers understand (1) how language ability develops, and (2) the necessity of correlating instruction in the language skills area rather than treating these areas as separate subjects.

Language development comes as a result of the interaction with the environment (experience) and it occurs in overlapping stages which are as follows: (1) experience established while the child is quite young, (2) auditory receptive language-listening, (3) auditory expressive language-speaking, (4) visual receptive language-reading, and (5) visual expressive language-writing.

The ties that bind the language skills together are much stronger than the forces that tend to treat listening, speaking, reading, writing, and spelling as separate subjects. Although there have been many moves to unscramble these language arts skill areas, there seems to be little question that they will continue to be offered as a correlated language arts program, at least in most of our elementary schools. At the secondary level the language arts program is based on an integrated plan with grammar and language study, composition, and reading and literature given in separate or combined units throughout the year, not treated as grammar and composition programs in one semester and literature study in another.

The English language arts teacher has three positive functions:

1) to improve each student's ability to convey information, ideas, and

emotions, both in speaking and writing, as clearly and effectively as possible;

2) to improve each student's ability to receive through reading, viewing, and listening the information and inspiration available to him through spoken and written English; and

3) to help students develop attitudes and acquire appreciations that will foster personal growth.

Therefore, instruction in the English language arts should be entrusted to teachers carefully selected, adequately trained, and professionally qualified. This recommendation applies to all levels and types of English instruction.

As efforts to improve the quality of language arts instruction are undertaken and compensatory programs for the disadvantaged provided, certain basic points of view for making the programs more functional should be considered. Broadly expressed, these are:

English Language

English is a live medium of communication; it lives on the tongues of those who speak it. It is subject to change, which is often desirable. The teacher's responsibility is to be aware of the changes that take place in the English language. Like all other languages, English is symbolic.

Grammar

Grammar, the study of word forms, sentence parts, and sentence patterns, is of value in teaching sentence structure, not in teaching correct usage. Grammar instruction should be built upon a cumulative, developmental plan that stresses understanding, and should be constantly related to writing.

Usage

"Correctness" in English is desirable for the exchange of ideas, not for the maintenence of social standards. The realities of our society, however, demand that appropriateness in language be a major consideration in teaching language today. Therefore, usage, the ability to make language choices appropriate to certain situations, should be taught. Since many students are exposed to substandard language patterns, the substitution of more appropriate patterns in meaningful speaking experiences each day must be a part of the language arts program.

Composition

Exercises in writing should develop the student's ability to specify and generalize, to compare and contrast, and to classify and organize ideas on paper. The teacher should be concerned with the relationships of the whole paper to its parts and of the writer to his audience.

Speaking and Listening

Practices in speaking and listening, planned as daily learning activities, should develop the resources of each student for his personal needs in spoken communication: greater fluency, ease, and general effectiveness.

Spelling

Competence in spelling is best achieved when instruction is combined with other language arts learnings, rather than isolated as a separate subject. Spelling should be individualized and simplified as much as possible, with rules being approached inductively.

Literature

The term "literature" embraces a wide range of materials, from simple children's stories and poems to the great treasures of more mature literary works. Literary appreciation is developed only by the wise use of selections that students can understand. Every student should be exposed to quality literary selections, and every student should have some of his reading in the best literature that he is capable of grasping. These principles indicate the need for a careful choice of materials and considerable variety to meet the different levels of interests and ability.

PROGRAM FOR EXCEPTIONAL CHILDREN

The program for exceptional children is an integral part of the total educational scheme to make adequate provision for the educational needs of all children. Meeting the individual educational requirements of children who deviate from the so-called normal is the specific focus of this program. Whether in the establishment of a completely different curricular approach or in the modification of the present curricular approach, the provision of an appropriate curriculum is a primary concern in adequately meeting the needs of the exceptional child. The children with whom this program is vitally concerned, for the most part, have long term considerations because of their exceptionality; yet, the objective should be to hold each student in the mainstream of education lest the exceptionality become the major focus of the individual's life. Consequently, the program for exceptional children is general education for the exceptional child.

Approximately twenty per cent of the total school age population have psychological or physiological problems so severe that they need special classes, special services, or special materials, beyond the scope of the regular classroom. By using an estimate of approximately twenty per cent, there are approximately 13,103 children in Region V, South Carolina, who would benefit from special services or from instruction in special classes.

Two major barriers appear to thwart the establishment of special classes and the provision of special services for exceptional children in

Region V, South Carolina. The first of these limiting factors has been the paucity of available certified professional personnel to staff the positions needed to implement a comprehensive educational program for the exceptional child. A second obstacle to the establishment of special classes has been the lack of appropriate physical facilities in which to house these classes.

The Region V curricular study committee reaffirms the tenet that the responsibility for the establishment of programs for exceptional children classified as trainable mentally retarded (I.Q. 25 - 50), educable mentally retarded (I.Q. 50 - 75), physically handicapped, emotionally disturbed, speech and hearing handicapped, and homebound rests with the individual school district in Region V, South Carolina. The term "program for exceptional children" can also be used to include those children who are exceptionally bright students although South Carolina makes no special provisions of financial assistance for these programs.

On the state level in South Carolina, the program for exceptional children has gained impetus since 1954 at which time state aid for teachers was made available in this category. State aid for teachers of educable children is based on an average daily attendance of ten pupils; ADA for trainable classes is eight pupils; ADA for emotionally disturbed classes is eight pupils; ADA for physically handicapped classes is ten pupils; and reimbursement for homebound instruction is based on per pupil instruction.

Financial assistance is available from South Carolina to pay for the transportation of trainable children and children who are orthopedically handicapped ($70.00 per child per year). Financial help is also available under Public Law 88-164 and Title I of Public Law 89-10. Excess cost for trainable and physically handicapped children is also available.

In the area of improved programs for the exceptional child, advancement deserves a brief description at this point. The combination of the special education program with the vocational rehabilitation program is designed for the secondary school age child (ages 14 to 21). In this program the student is exposed to a nucleus of vocational training which centers around his interests and ability. A primary objective of this program is to provide the student with an employable skill. Under this plan the federal government will supply up to seventy-two per cent of the necessary funds. The State and the local school district must supply twenty-eight per cent of the cost of this program. Since teachers' salaries are counted as part of this twenty-eight per cent, the cost of this program to the district is nominal.

Every school district should plan a comprehensive program for exceptional children. This plan should include provisions for special education pupils from ages six through eighteen. Small school districts might consolidate their efforts to provide adequately for exceptional children.

All children being considered for special education classes should be given a battery of tests which may include psychological and medical evaluation. The results of these assessments will provide the classroom teacher with information essential for educational planning.

The question is often raised as to whether or not special education pupils should be housed in the regular school setting. Most authorities agree that exceptional children should be housed in a regular school setting which will allow them at least some association with other children to enhance their social relationships.

The most generally accepted estimates are that five per cent of the school population have speech defects which are serious enough to be considered as educational and social handicaps. Also, one to two per cent have hearing losses sufficient to be considered as educational handicaps. During recent years these handicaps have received much attention and more is being done each year to cope with the problem.

In 1945 the South Carolina Legislature recognized this need in the State and established the Hearing phase of the present Hearing and Speech Correction Program. The Speech phase of the program was added in 1949. The full purpose of the program is to aid school personnel in identifying and rehabilitating those pupils who have speech and/or hearing handicaps. On July 1, 1967, all programs dealing with exceptional children were consolidated to form the present program for exceptional children.

All handicaps can seriously affect the life of a child. His normal development can be hampered by the frustrations that result from his failure to communicate his ideas and thoughts. He begins to feel set apart, different, and has difficulty with his school work. Speech and hearing defects are often the cause of emotional maladjustments and in later life one may be barred from many vocations for which he might otherwise be qualified. It is important that every school be aware of its needs in this area and provide the personnel and facilities to help these children.

The First Function Of The School Is That Of Identification

Classroom teachers and parents are too often the only diagnosticians of speech and hearing defects.

The Second Function Of The School Is That Of Therapy

Classroom teachers and parents should not try to handle speech and hearing problems except on the advice of a qualified clinician. Some schools employ speech clinicians (qualifying for full State aid at the rate of one clinician per seventy-five speech handicapped students) to provide leadership for the classroom teachers in working with these students and to handle the cases that require professional treatment. For the teacher in schools which do not have a trained therapist, an examination of the South Carolina Department of Education publication, "Help for Children with Speech and Hearing Problems," may prove helpful.

The Third Function Of The School Is That Of Referral

In the event that after identification of speech and hearing defects the school does not have the capability to correct the defect or rehabilitate the child, it must turn to some other agency for assistance. Some cities have community clinics which are supported by such organizations as the Community Chest, United Fund, Junior League, etc. These clinics work with people of all ages and do some contract work for the Hearing and Speech Correction Program. There are special health problems relating to speech and hearing difficulties that can be corrected only through a "team approach." Some problems can only be corrected by medical help and therapy.

The program has very limited funds with which to aid indigent pupils in securing further medical examination, treatment, surgery, or in purchasing of hearing aids.

SUGGESTED FIVE-YEAR PROGRAM DESIGNED TO EXPAND AND TO ENRICH THE PROGRAM FOR EXCEPTIONAL CHILDREN IN REGION V, SOUTH CAROLINA

Special Education

Year	Goals
1967-68	1) Lay the foundation for an adequate program for exceptional children through an in-service training program for school administrators. 2) Provide teachers with comprehensive information about programs for exceptional children through an in-service training program for all teachers.

3) Make preliminary surveys to determine the need to provide special programs for exceptional children (classes needed at each level, teachers needed, types of exceptionality, locations, other personnel needed, teachers' aides needed, number of classrooms available, number of classrooms needed, job opportunities available to graduates of programs for exceptional children, etc.).

4) Provide visitation teams from the Region V office and from the State Department of Education to help inform professional personnel (teachers, administrators, guidance counselors, etc.) of the needs and of the opportunities in the area of making adequate provisions for the exceptional children--visitation teams could help encourage high school students to consider the area of providing for exceptional children as a profession for them to enter.

5) Begin final evaluations of children for placement in special programs for exceptional children.

6) Recruit teachers for programs for exceptional children--encourage interested teachers to take additional courses to become certified as teachers of exceptional children.

1968-69 1) Encourage the employment of supervisors of special education and the employeemnt of ancillary personnel.

2) Provide an adequate in-service training program for special education teachers.

3) Establish one-fourth of the classes needed (determined on the basis of the surveys made in Region V).

4) Continue identification and evaluation of students who need to be placed in special programs.

5) Begin work on curricular guides for the area of programs for exceptional children.

6) Continue to recruit teachers for programs for exceptional children.

7) Continue use of visitation teams from the Region V office and from the State Department of Education.

1969-70 1) Establish an additional one-fourth of the classes needed for exceptional children.

2) Continue identification and evaluation of students who need to be placed in special programs.

3) Continue the in-service training program.

4) Continue the use of visitation teams from the Region V office and from the State Department of Education.

5) Continue the recruitment and training of professional personnel for employment in programs for exceptional children.

6) Continue work on curricular guides.

7) Move into the development of syllabi (Phase III).

1970-71 1) Continue all programs from the previous year.

2) Evaluate and up-date all areas of programs for exceptional children.

Supportive Services Desired From The Region V Office

A diagnostic center with the following staff:

1) psychologist;
2) speech therapist;
3) audiologist;
4) social worker;
5) psycho-education specialist; and
6) part time services of a
    a) psychiatrist;
    b) neurosurgeon;

c) otologist; and a

d) pediatrician.

Speech And Hearing Optimum Program

A) Trained personnel

1) Position should be created and designed by the school administrators.

2) Optimum--one clinician per 1,500 school-age children.

B) Training program

1) Adequate undergraduate and graduate programs.

2) Need educational facilities in strategic points throughout the state.

C) In-Service for teachers and parents

1) Help from speech therapist.

2) Help from the State Department of Education by qualified personnel.

3) Extension courses.

4) Basic courses in speech correction for certification--elementary teachers.

D) Hearing

1) Need referral and testing.

2) Rehabilitation.

3) Special program for hearing handicapped children.

E) Evaluation Center

To be used for all handicapped children using full-time personnel and/or those on a contract basis.

F) Funds

For aids, prosthesis, medical examinations, etc. for all children in need of them.

G) Speech improvement program

To be accomplished by the classroom teacher.

BASIC FOREIGN LANGUAGE

Role In The Curriculum

The study of a foreign language should contribute significantly both to the personal development of the learner and to the world in which he lives. Among the personal values which emerge from the completion of an effective program are the following: (1) skills and knowledge that make possible communication in the language studied; (2) a general language consciousness which increases awareness of the communicative power and stylistic devices in one's native language; (3) acquisition of learning techniques which will facilitate mastery of other foreigh languages according to personal needs in a rapidly changing world; and (4) greater appreciation of the cultural diversity of nations and peoples, lessening the harsher aspects of provincialism.

The advent of jet-age transportation to the remote corners of the world has reduced geographical and temporal distances that have heretofore engendered an aura of language isolationism, that have in the past precluded the economic and cultural necessities of differing language communications. Technological advances in communication and transportation, together with the leadership role thrust upon the United States in our time, have greatly influenced the teaching of modern foreign languages during the past decade. The encouragement of foreign language study by more than a small, scholastically able segment of the population has inescapable implications for the national interest. Having spent around one hundred and twenty billion dollars on foreign aid since World War II--and failing in many cases to communicate, along with this outflow of American wealth, the idealogical basis which created it--we are beginning to realize that the communications race for the mind of man is far more important, in the long run, than the race to the moon.

The example of the non-native speaking, however haltingly the essentials of the foreign tongue, may constitute personal diplomacy of altruistic concern and appreciation that permeates and pervades; this personal diplomacy, miltiplied many fold, may even transcend the formal traditional exchange inherent in differing national representation. The crossing of geographical limits is no longer restricted to the financially privileged view. Our times and our opportunities make incumbent upon each American the responsibilities of good ambassadorship.

Specific Learning Goals

The following list rather accurately reflects the national consensus on what modern foreign language instruction should accomplish; the learning objectives should be:

1) to understand a foreign language when spoken at normal tempo on a subject within the range of pupils' experiences;

2) to speak sufficiently to make direct contact with a native on a subject within the range of pupils' experiences;

3) to read the direct understanding, without recourse to English translation, material on a general subject;

4) to write, using the authentic patterns of the language and without conscious reference to English;

5) to understand linguistic concepts, as the need arises, such as the nature of language and how it functions through its structural system;

6) to understand, through the foreign language, the contemporary values and behavior patterns of the people whose language is being studied;

7) to acquire a knowledge of the significant features of the country or area (geographical, cultural, economic, political, etc.) where the language is spoken; and

8) to develop an appreciation for and understanding of the literary and cultural heritage of the people whose language is being studied. (U. S. Office of Education, NDEA Title III Guidelines.)

Major Factors Of A Good Foreign Language Program

The Teacher

At the heart of good foreign language instruction is the classroom teacher. The training, professional dedication, energy, and personality of the teacher will ultimately determine whether other existing factors contribute significantly to learning or remain only potential. With reference to modern foreign languages, in particular, instructional aims and methods have changed so dramatically in the past decade that teachers in this curricular area are especially challenged to continued growth. If the teacher does not already possess a fluency necessary for an easy accommodation within the oral and written modern foreign language, the ease and accessibility of continued oral-aural training to acquire the necessary fluency make desirable that goal.

The Administrator

School superintendents, principals, directors of instruction, and other administrative personnel affect the quality of foreign language learning by the leadership role they play in providing materials and physical facilities in accord with instructional goals; in encouraging the teacher to fill any gaps in his training, whether general or specialized; and in making the general public more aware of the relationship of foreign language to the world in which today's young people will live.

Length and Continuity

To accomplish in depth the objectives listed above, a modern foreign language program should ideally begin in the third or fourth grade and continue in an unbroken sequence through the twelfth grade for all pupils who continue to benefit and make progress. The next best possibility is a learning sequence beginning in the seventh or eighth grade and covering the junior and senior high span. In order to establish a reasonably good foundation in all of the instructional aims, a three-year senior high school program must be considered minimal, even under the best of conditions.

Despite the earnest effort being made in many schools to derive the greatest possible benefit from their current two-year programs, the two-year program should be considered a qualitative compromise to be accepted no longer than absolutely necessary.

The Audio-Lingual Approach

In contrast to former instructional approaches, heavy emphasis is placed upon the listening and speaking skills in beginning levels, followed by gradually increasing attention to reading and writing. The latter two skills are now thought of as demanding prior control of sounds and intonation patterns along with unhesitating spoken use of the basic grammatical structures, if they are to be pursued creatively.

Authentic cultural elements should be present in connection with each of the skills as they are developed. If the learning sequence is long enough, its development should begin with everyday aspects of the foreign civilization and culminate with an appreciation of significant literary and artistic works.

Cultivation of the basic skills of a foreign language to the greatest possible extent demands that translation play a very limited role in the initial teaching of modern foreign languages.

Materials and Equipment

Broadened aims and changed teaching procedures have resulted in a rather good choice of recently published textbooks and associated materials, including excellent recorded drills and visual aids. The time and energy spent by some teachers in adapting older textbooks could be much better used in the organization and direction of learning activity. Since students need frequent contact with a variety of native speakers, the tape recorder has become as necessary for the modern foreign language classroom as the chalkboard. Other audio-visual equipment such as filmstrip, overhead, and movie projectors are essential aids with some learning materials and are helpful for supplementary activity with others. More elaborate equipment such as the language laboratory or electronic classroom can add significantly to the development of basic skills when accessible for frequent, relatively short practice sessions. The type of installation should be determined by weighing all factors of the individual school program, including especially the teacher's training.

With some modifications, most of the above aims are present in a good Latin program. While the speaking and understanding skills are not generally emphasized as they are in modern foreign language instruction, certain audio-lingual teaching techniques can be useful in reinforcing other skills. In expanding the overall language power of the learner through such activities as vocabulary building, Latin pronunciation and the civilization it represents are inseparably bound to the sounds of the language.

In addition to other learning goals, Latin study should deepen the sense of continuity in the Western heritage by relating the many contributions of the Romans to the modern world.

GUIDANCE

During the last fifty years guidance has become a widely accepted part of education in the United States. Because these services are deemed necessary to fulfill the objectives of education, most schools in South Carolina have attempted to make the guidance function a part of their school programs. In order to have a comprehensive guidance program, the following basic services are essential:

1) orientation service;
2) information service
3) testing service;
4) counseling service; and
5) follow-up and evaluation service.

In order to make education more meaningful for all students, and in keeping with the trends of education in general, guidance programs are now being developed which include all grade levels. Implementation of these programs calls for the acceptance of the value of guidance by the school administration, official designation of one person to direct the program, and the development of a plan for guidance services.

Personnel, time for guidance and counseling, testing and research, facilities, records, and materials are various aspects of the guidance program which must be given consideration. These must be coordinated with the general educational program of the school through close cooperation between guidance and administrative personnel.

There are four major objectives that must be met through the guidance program within the individual school. These objectives, with a brief explanation of each, are:

To provide services to encourage and assist students in making educational transitions - (Orientation)

This type of service begins with the initial year of school and is, for all intent and purposes, a continuous process. There are the usual breaks between the elementary school and junior high school, between junior high school and senior high school, and finally between the senior high school program and higher education or the world of work. Since adjustment to a new situation and feelings of belonging seem to be related directly to educational progress, orientation programs that will assist students in adapting to new situations as rapidly and as easily as possible are essential in every school.

To provide individual and group counseling - (Counseling)

Children develop values and attitudes from interaction with adults as well as with their peers. Although the acquisition of these characteristics is less formalized than is academic learning, the school does, however, assist students in the development of these values and attitudes in a variety of ways. Individual and group counseling are basic in a good guidance program because it is the procedure through which information is given to students, self-analysis is taught, personal problems are discussed, and future plans are worked out. Without counseling, guidance could not function satisfactorily.

To collect, organize, and interpret information that may be appropriate to the students' abilities, aptitudes, and interests, as they relate to educational, vocational, and social decisions - (Testing, Test Interpretation, and Record Keeping)

In order to help students establish goals and make decisions, the school counselor spends much time in interpreting test results to students and their parents. The counselor also assists the student in establishing career objectives and helps him in his selection of appropriate courses necessary to meet these objectives. Planned programs of group guidance provide opportunities for children to develop appropriate values, attitudes, and knowledges.

The school administrator and counselor work together in relating students' abilities, aptitudes, and interests to the other faculty members of the school. It is essential that teachers have a broad understanding of child growth and development and work with pupils as individuals within a group. The counselor plays an important role in assisting teachers in this endeavor.

Information gathered about individual pupils is also needed to develop a comprehensive school curriculum. Inasmuch as all professional members of the school work together in continued curricular development, the administrator and counselor have key roles in interpreting data to teachers.

To provide research, follow-up, and evaluation services - (Follow-up and Evaluation Service)

Research concerning the overall effectiveness of the guidance program and follow-up studies dealing with students should be conducted on an established schedule. Follow-up studies are not conducted on graduates alone. Some of the most significant follow-up studies are conducted on in-school students.

In the objectives outlined under the four areas listed, there are several basic factors that must be considered by each school. In order to attain the general goals specified by the objectives, it is necessary to formulate specific aims which are appropriate to the guidance situation in each school. These specific aims are to:

1) identify the major needs of the student body;

2) plan the guidance program to meet these identified needs;

3) establish a guidance program as an integral part of the total school program;

4) determine the scope and depth of each of the basic services within the guidance program;

5) establish in each of the basic services of the guidance program innovative experiences for short range and long range pupil goals;

6) design each experience to meet a specific need;

7) establish adequate physical facilities;

8) acquire materials in quantity and variability to implement the total program;

9) employ an adequate professionally-qualified staff; and

10) utilize the findings of guidance in subsequent curricular planning.

The need for guidance is evident in every school, and in some schools it is a more pressing need than in others. Coordinated guidance services should be provided in kindergarten through grade twelve, and the State standards for accrediting secondary schools should be considered only as minimum standards in providing these guidance services. The needs of the local district should dictate the extent of the guidance program.

HEALTH

School health programs usually have a very wide range of responsibilities in their attempt to meet the health needs of the pupils and staff in the various schools. Generally speaking, health programs are composed of four major areas of responsibility which are: health services, health instruction, healthful school environment, and organization and administration of school health. Some points concerning each of these areas are discussed below. It is important, however, to note that there are other official agencies and organizations beyond the school which have some legal responsibility to offer health services supplementing the school health program, and that parents have the primary responsibility for the health of their child. Overall policies and plans for school health are also important to a successful program. For these reasons, the area of organization and administration will be considered first, as it seems to provide the key for effective functioning of all phases of the school health program.

Organization And Administration Of School Health

Every school district should have an administrative plan for school health. The individual schools within the district should, with the approval of the superintendent, modify this district plan to meet their own particular needs. Usually, the scope of this responsibility in the average school district is large enough to warrant employment of a coordinator of the school health program who would assist in devising the plan, which would include instruction and services, and offer leadership in its smooth, effective operation. To be most effective, the district coordinator should have special training in health education and other qualifications of a supervisor.

Some other considerations of the type of duties for which the district coordinator may be responsible are the periodic assessment of health policies, procedures, facilities and equipment with recommendations for improvement; the assistance in formulating and implementing policies related to health of school personnel; and the evaluation and selection of available health materials and equipment and development of materials.

The supervisor should also consider such duties as providing in-service health education for the school personnel and consultant services for school groups and individuals on the subject of school health and securing needed resources for the program.

Health Services

Health services are the functions performed in making health appraisals in the prevention and correction of physical defects including dental problems; in securing the immunization of children, in the daily observation of children for signs of communicable disease and other adverse conditions which may arise between health appraisals; in the handling of emergency illness and accidents; and use of community resources including services from -- public health, physicians, dentists, and others. The provision of adequate services may also necessitate the employment of personnel at the district or school level for specific purposes. This should also include coordination with such school programs as pupil personnel services and health instruction programs. Health services should reflect sound health and educational principles and should find and facilitate correction and improvement of health problems.

Some of the responsibilities for school health in this area are the employment of needed services personnel, the coordination of services from county health departments, the coordination of volunteer services such as vision and hearing screening, and the keeping of accurate, usable health records, with follow up on recommendations for needed services. Furthermore, the relationship of health services to health instruction should be emphasized. Plans designed to provide services to improve the health status of a pupil so as to increase his ability to learn, and the instruction on health services to give understanding of the importance of the service to individuals is an essential part of instituting an effective health service program.

The importance of emergency care of accidents and illnesses with written policies and plans cannot be overlooked. Personnel should be trained in first aid, and responsibilities should be delegated. Necessary transportation should be included in the program for the sick or injured. It is also important to establish adequate records on accidents and illnesses and a card file for notification of parent or guardian. (See recommendations in Recommended Procedure for Emergency Care of Sickness and Accidents Occurring at School, State Department of Education.)

Health Instruction

Briefly, the primary purpose of health instruction is to build sound health knowledge, attitudes, and practices for healthful living both present and future. Health is an applied science and effectively taught only when pupils gain accurate scientific information and apply this knowledge to their daily lives. To aid in conveying this idea to pupils, health should be taught as a separate subject. There is a tendency for schools to teach health education as a minor part of physical education, home economics, science, and the like. These courses do have health related aspects which offer excellent opportunities for valuable learning experiences in health education, and teachers should take advantage of these opportunities. The importance of including health instruction as a teaching unit with other subjects is generally recognized. This method of including health in the curriculum, however, is not sufficient. It is essential to formulate a program of health instruction with definite objectives, planned instruction, and suitable teaching materials as a part of the school curriculum at all grade levels in the primary and elementary grades. Health should be scheduled in the same way as other academic subjects. In the junior and senior high schools, health should be a part of daily living at school; it should be integrated with all areas of instruction which offer opportunities for integration, and units related to health should be included in such subjects as science, physical education, and home economics. In addition, a minimum of three semesters of organized health instruction courses should be taught in grades seven through twelve. Suggestions for content of courses and methods of instruction are discussed in Guide for the Teaching of Health, K-3, State Department of Education.

It is desired that the teacher of health in the junior and senior high school be a specialist in health education with a major in that subject. In addition, the school should provide both pre-service and in-service education for the health teacher and other related health personnel.

Suitable space for health teaching should be provided as well as textbooks, other related materials, and methods adapted to maturity level of pupils to gain interest and understanding.

Other factors to be considered in having an adequate health instruction program are the providing of adequate library resources, audio-visual aids, and authentic, up-to-date classroom materials and resources suitable for grade level and an over-all plan for instruction. Coordination of the program is important.

School Environment

The promotion of health and safety in support of the educational program for all persons housed in the school is the function of this area of a school health program. This involves a number of services and responsibilities which other agencies share with the school personnel. An example of this is the inspection of the entire school, including school lunch facilities, by the county health department. The school administrator and staff are responsible for taking the initiative for obtaining outside help with the assistance of the coordinator. In this area as in all others in the school, the members of the school staff are responsible to the school administrator in performing their duties.

One of the many items for consideration in this area is the maintenance of the health service unit. The location of the unit should be established to provide for adequate use and supervision by the nurse, volunteers trained in emergency care, school personnel with adequate training in first aid and time allotted for this purpose. The health service unit should be provided with adequate supplies and equipment. (See Recommendations for School Health Service Unit with Suggested Plans, State Department of Education.)

Consideration should be given to the safety and comfort in the general school environment. Adequate lighting, heating, seating, ventilation, sanitation, cleanliness, and other such items are essential to establishing a favorable environment at school. Also, important in considerations for school environment is the maintenance of safety in the building, on the school grounds, and in travel to and from school. Safety in school bus transportation is important.

Other factors to be considered in developing a favorable school environment would be: the provision of adequate hand-washing facilities with soap and paper towels, and the time for use of these facilities before lunch; the cooperation with the public health department in evaluating the school environment and following up on recommendations; the development of teacher-pupil relationships conducive to good mental health and a climate for learning; and the use of environment as a part of teaching health and safety through good practices in school activities and routines.

Evaluation of the program in all areas described is necessary for a successful program. A small health committee in each school with representation on a larger committee for the district should be valuable in planning and evaluating the program.

An advisory committee with representation from the community health, welfare, and parent groups should also be helpful in promoting understanding of the school program and in coordinating services and education.

HOME ECONOMICS EDUCATION

The responsibilities of the homemaker are more challenging today than ever before due to many choices which she makes in relation to new equipment, new products, and new techniques as well as changing values and roles of family members. This presents an increasing need for continued and expanded education to prepare youth and adults for the important vocation of homemaking. Home economics education is designed to:

- prepare boys and girls, men and women, for the occupation of homemaking;
- develop programs which will prepare people for gainful employment for occupations which utilize home economics knowledge and skills; and
- encourage capable students to continue their professional education and thus be prepared for the home economics professional careers.

The purposes of home economics for homemaking are to help the students to develop the following competencies:

1) have increased understanding of the contributions that members of the family have for the success of the home, and responsibilities of each member for good relationships with individuals and groups;

2) develop increased ability in management of time, energy, and money in achieving goals considered worthwhile;

3) develop some understanding of the emotional, physical, and social development of children and youth;

4) have increased ability in selection, care, and construction of clothing;

5) grow in understanding of the relationship of good food to appearance and to health of the individual and family;

6) have some ability in the selection, preparation, and serving of nutritious, attractive, economical meals;

7) have increased ability in the selection and purchase of goods and services which are in keeping with the family finances, and which bring the greatest satisfaction to the individual members of the family;

8) gain some understanding of safety measures, prevention of accidents, and simple first aid procedures;

9) develop some ability in maintaining good health and carrying out the doctor's orders in the care of the ill in the home; and

10) have some ability in the selection, arrangement, and care of equipment, furnishings, and furniture, which are attractive and useful for the family.

Home Economics I (planned for ninth grade) and Home Economics II (planned for tenth grade) should be broad in scope and include units in child development, clothing and textiles, foods and nutrition, health, first aid and home nursing, housing and equipment, home management, and personal and family relations.

Classes should be offered to meet the needs of students in eleventh and twelfth grades. This can be accomplished through Home Economics III and/or IV, or one or two semester courses in such areas as consumer education, management, child development, tailoring, and family living.

Family living classes should be designed for boys and girls to develop increased understanding of themselves, their families, and other people; some skill in accepting and solving their own problems, an understanding of a workable philosophy of life; an appreciation of the home and its importance in a democracy; and increased skills in management of their own resources and of the home.

Some offerings in the seventh and eighth grades can be a contributing factor in preventing school drop-outs. Emphasis for this age should be placed on personal development and home living, and should be indicated in a title such as Personal Living, Personal Development and Living, Home Living, or Junior Homemaking. Major emphasis for seventh grade should be on health and personal development. One or two semesters for eighth grade may include such topics as food related to appearance and health, care of clothing, care of small children, making and entertaining friends, and using money wisely.

Opportunities to learn good homemaking skills need to be provided outside of the home for the child with special needs. This includes youth from the affluent home as well as those from low income families, and those with special physical disabilities.

The home economics department should include furnishings, equipment, and teaching materials so instruction in all areas of homemaking can be effective. Study laboratories such as child development centers should be available as resources for observation and participation to enrich child development, family living, and occupational programs.

Classroom instruction is extended into the homes through supervised home experiences. These home experiences provide opportunities for reinforcement of classroom experiences, new learnings, and for teachers to help students with special needs.

The Future Homemakers of America organization provides opportunities for developing leadership and enrichment of learnings from the classroom.

Adult Classes are an important part of the home economics program. Organized classes are held during the year for continued education. This is necessary because of rapidly changing conditions in the home and community.

As new goods and services become available, classes should be directed toward taking advantage of them.

A large number of women are employed outside the home and the number is rapidly increasing. Employed women have become a permanent and significant addition to our economy. More children and elderly people must be cared for outside of the home. Classes for occupations related to home economics should be offered in communities where need for employment exists and older youth and adults are available for employment. Offerings should be made available for the following:

1) persons attending high school;

2) persons who have completed or left high school and who are available for full-time study in preparation for entering the labor market;

3) persons who have already entered the labor market, and who need training or retraining to achieve or advance in employment; and

4) persons who have academic, socio-economic or other handicaps that prevent them from succeeding in the regular vocational education program.

Courses should include the following:

- some understanding of the world of work;
- development of abilities needed for satisfactory employment in job clusters such as food service, child care, clothing maintenance, and home management services; and
- some knowledge of employment opportunities in occupations related to home economics.

A survey should be made in each school to determine how many girls are being deprived of taking home economics due to the lack of teachers, space, and supplies. This study should also include a study of how many girls drop out of school in the seventh and eighth grades. Studies are also needed of follow-up of pupils enrolled in home economics classes to determine needs for continued strengthening and expanding the program to meet the needs of all groups.

INDUSTRIAL ARTS

Industrial arts is the study of our technology, including materials, processes, use of industrial tools and equipment, products, occupations, and related problems. Industrial arts provides experiences in a variety of industrial activities for guidance and information purposes. Industrial arts develops technical problem-solving skills related to industrial materials and elements of fabrication. Also, it develops skill in the safe use of hand tools and machines common to industry. Industrial Arts Education is general education, but pre-vocational in nature.

Basic Industrial Arts Program

The industrial arts laboratory for the junior high school (grades seven through nine) should be comprehensive. The comprehensive general laboratory should consist of two or more industrial activities being taught concurrently. The inclusion of four areas constitutes an acceptable program. Selection could be made from the following industrial activities: drawing, woodwork, electricity-electronics, metalwork, power mechanics, ceramics, plastics, and leathercraft. The activities selected for this laboratory should meet the needs of the students and of the community.

All eighth grade students should have an opportunity to experience at least one year of industrial arts. This program should be offered one period per day, five days per week, for one year.

Good organization and management are required by any instructor teaching in a comprehensive general laboratory. Besides teaching the student about industry, every opportunity should be used to teach good safety habits and laboratory procedure.

The comprehensive general laboratory for senior high (grades ten through twelve) is an acceptable program, but many schools have general unit laboratories in which one industrial activity is explored in the broadest sense. For example, if drawing is being taught in industrial arts, the student should experience the following: planning, drawing and design, sketching, mechanical drawing, sheetmetal drawing, structural steel drawing, electrical drawing, topographical drawing, charts and graphs, etc. The industrial arts student is not expected to become skilled in any one area of drawing but to have an understanding in many drawing areas.

Should a student want depth in any industrial area (that is, skill training), he or she should receive this training in a comprehensive high school or an area vocational school. Industrial arts also offers students a practical foundation that can be of value when they finish high school. This training will be helpful to the student who decides to enter a technical school, apprentice program, an in-plant training program, or engineering school.

The primary industrial activities at the present time in South Carolina for industrial arts are woodwork and drawing, but other industrial areas are being initiated throughout the State. Some of the activities are plastics, power mechanics, metal working (bench and art metal), ceramics, electricity-electronics, and leathercraft.

In establishing an ideal laboratory, the following suggestions should be considered:

1) The laboratory should be large enough to accomodate twenty students with proper laboratory furniture, equipment, and tools for each activity.

2) Besides accommodating twenty students, the laboratory should include auxiliary rooms, such as a supply storage room, finishing room, student project storage room, tool room that can be locked, and a planning, drawing

and design room that can also be used as a teacher's office and reference library.

3) The instructor should have an adequate budget to purchase instructional supplies and make repairs on tools and equipment.

4) Exhaust and dust systems should be provided in all laboratories.

5) Reference books pertaining to each area taught should be in the laboratory reference library.

LIBRARY SERVICES

"A basic principle of general education in a free society is that the talents of each student be fully developed and that he be helped to become capable of contributing to the further good of that society...Each pupil differs from every other in personality, character, background, and potential. The school library enables administrators and teachers to individualize the educational program."[1]

The school library is an instructional materials center which provides communication media for teachers and pupils. This requires a strong collection of materials on various subjects at different reading and maturity levels.

Newer and experimental methods of teaching demand a flexible library program. The school library is available throughout each school day to individual students, groups of students, class groups, and teachers. Materials are used not only in the library but also go from the central library to classrooms for use.

The involvement and cooperation of teachers, administrators, and librarians is essential if the librarian is to provide leadership in developing a comprehensive library program. All personnel should work together to develop a planned library program for the school district and each local school. The system-wide plan should be a flexible guide designed to tie the individual library programs together. The individual school plans may differ because of the composition of the student body attending these schools.

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[1] Southern States Work Conference, Achieving Quality in School Library Service, Report of a Committee of the Southern States Work Conference, 1961.

The library should be the center for both printed and audio-visual materials. This is important to teachers and students since they will find all materials in or coordinated in one place. The librarian is qualified by education and experience to select, organize, and assist in the use of materials.

Professional personnel, a well-balanced collection of materials, specifically designed library quarters, and adequate financial support are necessary elements in any good school library program; but they cannot guarantee a good library without a program of service and utilization that is executed by administrators. teachers, and librarians. The administrator provides the leadership essential to good library service. Teachers should reflect the instructional program of the school and the needs and interests of the students.

The library program should be planned for pupils in kindergarten through grade twelve. Beginning in kindergarten, the child should receive many library experiences and begin to take library materials home. Students should be taught library skills, both as a class group and as an individual.

The role of the librarian reflects the philosophy of the school in providing library services. The duties of the school librarian should be to:

1) Guide pupils in reading to improve the quality and range of independent reading; to explore and evaluate books, magazines, and other printed materials.

2) Guide pupils in listening and in using audio-visual materials; such as, recordings, filmstrips, maps, charts, etc.

3) Develop pupils' study skills in locating, evaluating, organizing, and presenting information by teaching arrangement of materials in library,

card catalog, specialized reference books, bibliographies, indexes, etc.

4) Develop aesthetic values in pupils by encouraging and broadening interests and appreciations.

5) Develop citizenship by helping pupils through their reading to gain new insights into themselves and others, providing opportunities for growth in courtesy, increasing respect for community property, and in working together cooperatively.

6) Help pupils develop self by achieving status as an individual, solving personal problems, exploring vocational and educational choices.

7) Work with teachers in using instructional materials.

8) Select materials with the cooperation of the teachers; order, classify, catalog, and prepare materials for circulation and use; train and supervise student assistants.

The librarian and teachers have a joint responsibility for teaching library and study skills to the students. The skills are taught as needed in problem solving, in preparation of class assignments, and in satisfying individual needs.

The State Standards should be considered only as minimum standards. The number of librarians, clerical assistants, and other staff members should depend upon the individual school and its needs. The "Standards for School Library Programs" of the American Association of School Librarians will serve as a valuable guide. An adequate collection of books, magazines, newspapers, and audio-visual materials should be provided in order that program needs be met in all curricular areas and that students develop into independent users of the library.

Essential to all libraries is a collection of materials to constitute a well-balanced, organized, basic collection--geared to the needs of the school community. Although quantity is important, quality should be the deciding factor in the basic collection. A variety of selection tools should be made available to teachers and librarians.

Adequate library funds should be budgeted to provide for continuous growth and for an effective program of library services. Funds should be allotted for a basic collection organized and ready for use when a new school opens.

The minimum size of the library in the small school should be large enough to house the largest class plus twenty more pupils. This simply means that a library should not be limited to one class at any one time. Other students should be allowed to use the library as needed. The library should have suitable furniture. Carrels should be provided for individual study and listening.

The library should be open before and after school hours. It is desirable that the library be open during the summer months and at nights. The instructional program should be arranged so that library service may begin on the opening day of school.

An instructional materials center and one or more demonstration school libraries should be located in the region. The need for such services is evident. Materials for the slow learners, talented learners, and disadvantaged youths should be housed in this center. Teachers and administrators in the area could draw upon such a center for instructional materials for professional growth. Demonstration school libraries would become vantage points from which other school libraries could project their growing programs.

MATHEMATICS

The mathematics program in South Carolina has experienced swift and revolutionary changes during the past six years. Mathematics currently being taught is generally superior in quality and quantity to that of any other time; greater improvement is both essential and evident. The technological advances of society are a paramount force behind the changes presently taking place in the K-12 mathematics offerings and they will continue to affect course content, methods, and techniques.

Some important features of the improved programs in mathematics are:

1) an awareness of the needs and capacities of individual students;

2) the discovery approach or inductive reasoning process;

3) recognition of need for developing skills and proficiency and for understanding proof;

4) use of consistent terminology, including set vocabulary;

5) emphasis on the structural properties of mathematics, with instruction using structural sequence;

6) comprehension of why an algorism or procedure achieves a correct solution;

7) expanded offering of topics and the introduction of certain mathematical concepts at an earlier level; and

8) generation of interest and enthusiasm for mathematics.

Pupils are no longer expected to learn mathematics by observing the teacher perform or by memorizing procedures. Through the "discovery" approach the student is led through experiences designed to aid in drawing conclusions, generalizing, and making reasonable conjectures from these experiences. A student should be taught to utilize the knowledge and insights gained to analyze and solve unfamiliar problems. He may well face in the future much that is not now anticipated; the school must provide experiences with reliable mathematics-system tools so that the student may relate known facts to the unknown.

Although there have been more than a dozen experimental programs in K-12 mathematics developed over the past decade, most reflect the objectives and philosophy stated above. No matter how desirable it is that certain content and concepts be taught during the K-12 years, the teacher must be mindful that he is primarily teaching boys and girls. Conscious efforts must be made to bend mathematics to the abilities and needs of the students--not the students to the mathematics. Content and level of sophistication must be adjusted to the capabilities of the students.

Such a stand suggests a real need for the teacher to know his students, to be adequately trained in mathematics, and to provide a variety of experiences in the mathematics classroom. Where special grouping is attempted, textbooks and materials should be utilized according to the requirements of the group. Care should be exercised in establishing procedures that assure good articulation. The slow learner especially needs textbook materials with helps such as diagrams and physical representations from which to draw abstract ideas. New topics should be built upon previous knowledge and understanding and, whenever possible, represented in a physical setting.

Although it is generally considered easier to teach a homogeneous group, such an entity does not truly exist. Indeed, effort should be exerted to make any group more heterogeneous. There is a top and bottom learner in each class, and the teacher should strive to widen the gap by assisting both to learn as much as possible during the course of the year. This goal not only suggests that a variety of activities is needed within the classroom, but also that assignments must reflect the needs and abilities of each student.

The school library should be a source for enhancing this effort. Obviously the teacher cannot teach all topics and courses which are of interest to his students. Areas such as topology, computer mathematics, space mathematics, and others may be missed completely except where the school library contains topical books and references. In the final analysis the library collection enlarges the limits of the mathematical horizon of the school.

The key to the successful mathematics program is not the textbook, available equipment and materials, or class size, but rather the mathematics teacher. The teacher's interest in students, knowledge of the subject, willingness to try something new, realization that each student has potential to learn, and enthusiasm for the mathematics program are tantamount to success. To exhibit these qualities, the teacher must have had recent study and experience with contemporary mathematics programs. College credit courses, or situations with their content and spirit, taught by professors who exemplify the methods and philosophy implied above are generally essential. Contact with professional journals and organizations and in-service activities, whose primary interest is mathematics and mathematics instruction, are of particular importance.

How can success in achieving such goals and objectives be determined? While the aims are generally the same for all students, nevertheless their interest and abilities require tempering both aims and direction. Actual success may well be indicated in the answer to the query: "Is the student challenged, and is he ready for the next lesson, the next topic, the next unit, the next chapter, or the next course?"

MUSIC EDUCATION

Music education is one of the most effective disciplines in the school curriculum for developing a child's intellectual, emotional, and creative potential. While developing musical responsiveness the child acquires skills, understandings, and attitudes which provide satisfying aesthetic experiences. Moreover, his musical experiences help him in other subject areas as he learns to listen more acutely, speak with good diction, and develop coordination of muscular responses which are involved in reading, writing, and moving in an orderly manner.

Successful experiences in music for the disadvantaged child play a vital role in his developing a desirable self-image. Social acceptance through solo and group performance helps the culturally deprived child establish his own identity and confidence. As the child gains confidence by expressing himself through musical experiences, he is often motivated to achieve more in other learning situations.

A general music program should be provided and required for all students, grades 1-8. This program should include the following:

1) singing many types of music;
2) listening to a wide variety of music including many masterpieces;
3) playing a variety of instruments--rhythmic, melodic, and harmonic;
4) understanding music notation;
5) acquiring knowledge of historical background of music and biographical information; and
6) encouraging creative movement.

The purpose of the general music program is to develop musicianship. Each person has the right to become an independent music reader who understands the printed page and can become involved in music through singing, playing, or listening. A planned sequence of instruction in grades 1-8 is necessary to develop musicianship in the child. The general music program is a shared responsibility on the part of the music teacher and the classroom teacher. When classroom teachers assume their share of the responsiblilty, the music specialist should be responsible for no more that twenty-five classrooms. The music teacher would then have five or six classes per day. This would leave time for her to talk with classroom teachers about what the classroom teacher needs to do to follow up the lesson, to assist with development of chapel programs, to have special choruses for grades five, six, seven, and eight for the more musically inclined and talented pupils. When classroom teachers take no part in the music program, there should be one music specialist for every twelve to fifteen classrooms. Primary children should have twenty to thirty minutes of music daily, while elementary children should have thirty to forty-five minutes daily.

Pupils in the fifth grade and up should have the opportunity to learn to play a harmonic instrument. The training should be provided by an instrumental specialist, not the general music teacher. This would include playing in an orchestra, a band, or the piano. In order to carry out a general music program, the following materials should be available:

1) a music textbook for each child and a teacher's edition for each teacher;

2) a record player;

3) a recording of each song that is taught;

4) recordings of many masterpieces; and

5) access to other audio-visual aids such as (a) slide and filmstrip projector, (b) movie projector, (c) opaque projector, (d) overhead projector, (e) tape recorder, (f) a piano that is tuned twice a year (preferably in the Fall and in the Spring), (g) resonator bells, autoharp, rhythm instruments, melodic instruments such as tonette, flutophone, recorder, (h) collection of song books for assemblies.

These materials should be provided in a music room. A self-contained classroom should have all of these materials, except a piano, when the music has to be taught in the room. However, a music room is needed for chorus, band, and orchestra groups.

It should be the leadership function of those in music to pave the way and explain what a good music program is. When it can be justified to parents, it becomes the school district's responsibility to provide the money needed for the music program without having to rely on fund-raising campaigns to sell quality education. The regular budget should take care of the materials necessary for the music program, including providing instruments and keeping them in top shape.

The music program that is required for grades 1-8 should be followed by a comprehensive program in high school. Music should be an accredited elective. Each student should be required to have a least one unit of Fine Arts to graduate. The student should have the opportunity to take band, orchestra, chorus, or music appreciation for four years.

Music theory and music history should be offered for those who plan to make music a career. Any high school student should be given the chance to be in a beginner, intermediate, or advanced class in band, orchestra, or chorus. The advanced students would be in the top performing group.

Flexible scheduling is needed to meet the needs of the students. Schedules should be made to fit the students' needs. New techniques of scheduling are needed--sometimes making the periods a little shorter and adding one more period is desirable.

In addition to the regular music program, boys and girls of all ages need the opportunities to see and hear performances of professional musicians--symphony orchestras, dance teams, ballet, opera, choirs, choruses, etc. in person. Concerts and programs of this kind should be made available to students in their own or nearby schools during the school day.

PHYSICAL EDUCATION AND RECREATION

Physical education is an integral part of the total educational program and can make a significant contribution toward achieving desirable outcomes. Physical education, when taught effectively, can develop physical vigor and vitality that will afford children the opportunity for total fitness. This phase of education contributes to social, emotional, spiritual, mental, and physical growth of children.

The American way of life in recent years has placed a greater responsibility upon the school in the physical fitness development of children. Children do not walk, run, play, or exercise as much in our modern world since the development of automotive transportation, television, etc. Present-day education must meet the physical needs of children.

The basic physical education program should be planned according to needs, interests, and abilities of students. In order to do this, schools must have adequate facilities, equipment, materials, supplies, and qualified personnel. Greater emphasis should be placed upon the importance of leadership and supervision in the physical education program, and the public should be informed of the program.

Girls and boys should not be grouped in a single class under one instructor. Rather, a woman should teach the girls and a man should teach the boys. Instructors should wear uniforms for proper dress and appearance.

The school should organize and schedule an intramural program for both girls and boys. The activities should be scheduled and selected according to the instructional program. Student leaders and teachers' aides should be utilized. A recreational program should be planned in the afternoons, Saturdays, and during the summer. These programs can be planned as an educational enrichment for all students. The physical education program in the public schools is recommended from kindergarten through twelfth grade.

A collection of reference materials should be in the library for student homework assignments. The faculty should have adequate reference materials and card files for all activities. The professional library should be up-to-date and include several volumes.

One period of the school day should be devoted to health, safety, and physical education for all students. Exceptional children should not be excused from physical education and the programs should exist that are planned for their particular needs. Athletics, band, chorus, or a fifth subject is not a substitute for physical education instruction. Physical education activities have special emphasis for disadvantaged children. These children find that they compare favorably in physical education with peer groups and are offered opportunities for leadership roles.

All students entering the physical education program should be given a screening test to measure strength, agility, and flexibility. So far as possible, provisions should be made for physical examinations by medical doctors. Starting at the fourth grade, all students should be given a valid physical fitness test. Skill and knowledge tests should be administered throughout the school year. An adequate record system is part of the administrative function of the program. Instruction should be on a progressive basis in activities and by grade level. Administrators should avoid scheduling more than two consecutive grade levels in the same class. Class size is recommended the same as for other subjects, and forty pupils per class is considered the maximum.

The elementary program should include rhythmical activities, running and tagging games, small group play, low organized games and relays, stunts and self-testing activities, and individual and lead-up games. Play should be a meaningful learning experience, and "free play" or "supervised play" may not necessarily be physical education. Elementary school children should have two play periods per day. The first play period should involve organized physical education activities, and the second should be used for "free play." The principal is encouraged to schedule a maximum of five teachers at one time for teaching physical education. A specialist is recommended for children beginning at the fourth grade.

The physical education curriculum in junior and senior high schools should include activities from the following categories: conditioning and combatives; games of low organizations and relays; stunts, tumbling, gymnastics and self-testing; rhythms; team sports; recreational, individual and dual sports; outdoor education and aquatics. A written course of study should be on file in the principal's office and placed on bulletin boards in the boys' and girls' dressing areas.

Time allotment for the above mentioned activities should also be carefully planned.

Each school should have an indoor teaching station and a restricted area of permanent equipment and paved area in the outdoor space. In the elementary school, separate paved areas are recommended for the primary grades and for the intermediate grades. All outdoor areas should be developed for maximum use with adequate drainage. All secondary schools should also have showers and dressing rooms, instructors' offices, storage rooms, an exercise room, a gymnasium, and separate varsity dressing rooms. The gymnasium floor and outdoor area should be marked and lined for all activities.

Members of physical education staff should be consulted about the renovation or building of physical educational facilities. Secondary schools are obligated to furnish towel service, soap, hot water, and a landerette should be installed in every secondary school. Students should be encouraged to wear a gym uniform and to shower after vigorous activity. Equipment and supplies should be in sufficient quantity to provide a well-rounded program that will give children an opportunity to participate without waiting in line.

PSYCHOLOGICAL SERVICES

Two distinct types of psychological services should be provided in the school district. One type of service deals with corrective functions and the other type of service with preventative functions. The corrective functions of psychological services are those for atypical children and are rendered on an individual basis. The preventative functions are those normally associated with the study of child growth and development and how children learn, with implications for curricular development and guidance; these services are rendered on a group and individual basis.

The school psychological services provide a means by which the school can gain additional information with respect to assessing the capacities, achievements, interests, potentialities, and needs of each child. One of the primary functions of school psychological services is to furnish diagnostic information concerning the child and to suggest remedial programs to deal with the psychological aspects of problems the child may be experiencing. A second function of school psychological services is to assist the staff to develop some understandings of the psychological needs of pupils so as to promote efficient learning and the optimum development of all pupils in the school.

The school psychologist is a member of the pupil personnel staff and works as a team with school counselors, school nurses, attendance officers, school social workers, psychometrist, and other referral members. There will be times when the services of a clinical psychologist and psychiatrist will be needed in assessing some of the more critical pupil needs.

Rather than elaborating on what the functions of each member of the pupil personnel team are, it may suffice to simply state that each school district should write a job description for each of these positions as they develop a planned pupil personnel program.

The job specifications of the school psychological services would include the following:

1) Cooperate in the development and administration of the school-wide basic group testing program.

2) Conduct individual appraisals of children suspected of having pronounced educational and developmental problems.

3) Provide clinical and diagnostic information concerning particular emotional and psychological problems which interfere with the effective learning of children.

4) Recommend programs to help remedy these psychological problems.

5) Interpret to parents and teachers psychological data concerning individual children.

6) Consult with teachers for developing curricular modifications and classroom procedures for pupils with special needs.

7) Consult with school administrators for the development and implementation of the total school program for exceptional children.

8) Cooperate with all school personnel toward helping solve the educational and developmental problems of children.

9) Work with other staff members in the collection, assimilation, and use of psychological data.

10) Interpret the purpose and program of school psychological services to school, parents, and concerned groups.

11) Establish a system of referral to community agencies for cases needing assistance for which the school psychological services is not

equipped to provide.

12) Develop and strengthen lines of communication between school psychological services and referral agencies.

13) Provide leadership in promoting positive mental health practices throughout the school program.

14) Cooperate with the total community effort for promoting positive mental health practices.

There have been two major limiting factors in developing psychological services in South Carolina. One major factor is that there simply are not enough trained persons employed or available to school systems to meet the present need.

The second major limiting factor in staffing psychologists' positions is that while the State provides State aid for a school psychologist for each 5,000 pupils enrolled in a district, the aid is only that equal to a classroom teacher.

READING

Current research shows that almost every child can make progress in reading according to his capacity when suitable instruction is provided. With this statement in mind, we can assume that nearly all children enrolled in South Carolina schools are able to progress in reading (1) if appropriate and attainable goals are established, (2) if there is proper motivation, (3) if the methods of instruction are educationally sound, (4) if materials of instruction are adequate, and (5) if teachers have kept up with sound practices for teaching all children.

Reading is a process of stimulating thought through the printed word involving the following four components: (1) word perception which includes word recognition or word attack and word meaning; (2) comprehension of what is read; (3) reaction to what is read; and (4) fusion of old and new ideas.

Because the reading process is a very complex one involving a great many factors, it is of utmost importance that the reading program be built around an understanding of children's needs. Accordingly, provisions should be made for each child to receive systematic instruction at the reading level at which he is ready and capable of learning. In order to achieve this goal, the administrator and teacher must recognize and understand the following four facets of a comprehensive reading program:

Developmental Reading

This is the term commonly used to denote the basic reading program, grades K-12. This program is characterized by sequential development at each level in skills, vocabulary, and concepts. These skills, concepts, and vocabulary are introduced, extended, and/or maintained at each succeeding level under careful guidance of the classroom teacher. In the developmental reading program the pupil receives instruction at his "instructional reading level" and at his learning rate. This is the level at which the pupil is able to read with success under the teacher's guidance and where the teacher begins purposeful, teacher-directed reading. The following criteria will help the teacher judge the child's instructional reading level:

Comprehension -- The pupil is able to make a minimum of seventy-five per cent comprehension score on thought, fact and vocabulary type questions.

Vocabulary -- The pupil is able to pronounce at least ninety-five out of every one hundred running words.

Oral Reading -- The child should be able to read orally in a conversational tone with rhythm and proper phrasing.

Tensions -- The child is relaxed and free from tensions.

Recreational Reading

This is the term commonly used to denote the independent, library or free reading program. At this level the child should do extensive supplementary reading with ease and complete understanding for pure enjoyment or for information along the lines of his own interests. The following criteria will help the teacher to identify the free reading level of each pupil:

Comprehension -- The pupil is able to make ninety per cent comprehension score based on both thought and fact questions.

Vocabulary -- The pupil is able to pronounce at least ninety-nine out of every one hundred running words.

Oral Reading -- The child reads orally in a natural conversational tone. His reading is rhythmical and properly phrased.

Tensions -- The child is free from tensions.

Functional Reading

This is the term commonly used to denote proficiency in reading in all areas of the curriculum. Effective reading underlies success in every subject. Success in science, social studies, mathematics, English, vocational subjects, and all of the other areas of the curriculum depends upon growth in learning to read, to use the work study skills, and to transfer basic reading skills to the content areas. It behooves all subject area teachers to learn teaching techniques in reading in order for them to be effective subject area teachers.

Remedial and Corrective Reading

This is the term commonly used to denote reading activities that are concerned with helping children who have reading deficiencies and who can benefit from the specially planned reading program. Children that have not developed their potential reading ability at any one stage should receive some type of remedial and/or corrective reading. The term "remedial reading" is often misinterpreted to mean reading instruction given to all children reading below grade level placement. Remediation implies that there has been an evaluation to diagnose the reading difficulties and to appraise the capacity to learn and that these difficulties can be corrected with proper attention by a remedial reading specialist. School districts offering remedial reading programs should strive to provide small class sizes, possibly ranging from one to fifteen students. Corrective reading implies that the child has developed poor reading habits, has a deficiency in a particular skill area or has not had the educational opportunity to learn, and that the reading teacher can correct these difficulties in the regular classroom.

Remedial reading classes should be scheduled to meet daily, and there should be a structured daily program with varied but specific directed instruction provided by the teacher. There should be little or no reliance on reading machines and gadgets for remedial reading instruction; however, machines may be of value in a corrective or developmental program. Such machines have more motivational value rather than instructional value, according to many research studies.

The success of the reading program depends highly upon the selection and wise use of personnel. A good reading teacher should possess the following qualities:

1) a genuine liking for children;

2) a sensitivity to the emotional needs of children;

3) a knowledge of the reading program, grades k-12, of developmental, functional, free reading, corrective, and remedial methods and materials, and an awareness of referral agencies available wherever problems exist;

4) an ability to adapt materials and techniques to the specific needs of the child;

5) a tolerance for imperfection;

6) an understanding for the need of establishing both short and long range goals; and

7) an ability to work with other teachers, parents, and administrators.

As school districts and individual schools plan a comprehensive reading program they will want to consider the following points:

1) Establish the instructional reading level of each child. While group achievement tests are of some value in providing information about students, the test score does not indicate students' true reading levels. It is desirable that students with learning difficulties be given a battery of individual reading tests in assessing reading levels. If a group

achievement test score is the only method used to identify reading level, then some pupils should possibly be placed in readers that are one to two full years or even more below the grade level indicated by the standardized test. It is also recommended that an adequate school-wide testing program be established in grades K-12 for psychological and achievement evaluation.

2) Regardless of the method of grouping pupils to classes, there will be a need to subgroup pupils within the class for reading instruction. All pupils within a given ability range do not learn the same skills at the same time. Every teacher should have two or three flexible reading achievement groups within the class at each grade level and should frequently group for specific purposes, such as: interest, tutorial, specific needs, and research.

In order to maintain the child's attention and interest within the small group, it is suggested that a "reading circle" or a portion of the room be provided for the group to meet with the teacher, instead of having the pupils scattered throughout the room, thus allowing each group to concentrate on the specific work assigned. This system is especially important at the primary level.

3) A wide variety of instructional materials should be available to help teachers provide a varied program for their pupils. Particular emphasis should be given to provision of materials with controlled vocabularies and high interest value for readers on lower reading levels.

School libraries are trying to provide these materials for the children. Teachers should be encouraged, however, to borrow books pertaining to the interests and reading levels of the children in her class and to establish a library corner in the room. These books should be changed at least once a month to stimulate interest in books.

In providing for the wide range of abilities, schools should consider the advantages of using at least three different basal readers. The major adoption would be the text that the majority of students use as they progress through the reading program at a normal pace. The second adoption would be the co-basal text used with students that have read the major adoption. Rather than having to reread the same text, the child would have experiences in a new book. The third basal text would be those books written especially for children with greater reading difficulties. Children have different interests at different ages, and children with learning difficulties reject reading content of books designed for younger children.

4) Since good health is essential to learning, it should be emphasized that visual and hearing screening by trained personnel precludes the development of a good reading program. A complete physical examination once every three years, as recommended by the South Carolina State Department of Education, will help in assessing students with physical problems.

5) Each school district should develop some system of basic record keeping that will follow the child through the grades in showing his reading development. This record should enumerate the development of specific skills, the areas of skills' weaknesses, and the basal readers and other important reading materials that the child has used, as well as the mastery and achievement test results,

6) A District Reading Consultant should be employed to work with administrators, teachers, students, and parents according to the needs within the district.

7) Smaller class sizes should be established, especially at the primary grade level.

8) Adequate provision should be made for reading instruction at all grade levels, K-12.

9) Attention should be given to strengthening the readiness program at all grade levels, and particularly for those beginning to read.

10) Provision should be made for in-service programs at the district, county, and region levels to include teachers, administrators, and reading consultants.

11) The pre-service program should be based upon the needs of the schools and each person should become familiar with child development sequence, problems, and skills at all levels of the elementary school or high school.

12) Districts, schools, and teachers should be encouraged to experiment with several methods of teaching reading, based upon the latest research reports, and adapted to the individual district and/or school.

13) No matter how well the reading program is progressing, it is necessary to conduct a comprehensive evaluation of the on-going program as often as possible, to determine the strengths and weaknesses of the program.

SCIENCE

Although one might submit a number of specific aims for teaching science in the public schools, generally there are three goals which seem to include or intimate justifications for a basic science program. Ways of expressing these goals are:

1) to help pupils develop an understanding and appreciation of science as it affects their daily living;

2) to help pupils develop scientific ways of observing, working, and thinking so that they can reach intelligent conclusions; and

3) to help pupils grasp a substantial background of useful scientific information.

There has been and still is a tendency on the part of many schools to accept the teaching of facts (as is implied in goal 3) as the primary goal of a science program. Too often this has been considered the only goal -- if not in theory, then in actual practice. Science has thus become characterized as a "factual course." To counteract this situation, some have condemned facts and attempted to say that they have no place in science teaching. Facts, however, are indispensable and basic to an understanding of science and to the use of science in problem-solving. But science is not simply a collection of facts. Essentially science is the understanding or interpretation of these facts in a consistent way.

In order to move toward producing a reality of reaching the stated goals, or to functionalize them, it seems important to consider some important aspects which will, in effect, structure a good science program. The above-mentioned goals are applicable to all levels of children, preschool through college, to the affluent and the underprivileged, the dull and the gifted, etc. The problems that arise in offering a quality science program in public schools do not arise because of the diversity of the pupils, but because of the absence of a good philosophy of what science education can and should do and the means by which it can be accomplished. These goals seem to offer a philosophy which yields some specific factors that bear consideration in developing an effective science program. These factors are briefly described here.

Staff

One of the most important considerations is that of staffing the school. Since the idea of teacher-guided, student-oriented instruction emphasizing discovery through investigation is desirable, it is essential that the administrative and teaching staffs be aware of the differences in philosophy, techniques, curriculum, equipment and supplies, and a variety of other things that this involves. It is imperative that administrators and teachers re-evaluate and accept their proper roles with regard to this type of science instruction.

In order to guide students as they discover through investigation, teachers should be assigned the subjects in which they are most competent and should have sufficient background in the subject areas in which they teach. Recognizing that well-qualified teachers are difficult to obtain, it is suggested that a capable staff can be developed by approaches such as team teaching, by the use of more supervisors and consultant personnel, by in-service education which includes information concerning the proper use of equipment and materials, by workshops in subject matter fields, by participation in institutes, and by the development of professional libraries.

Sequence of Courses

A progressive development of the total science program seems to be applicable to all levels of students. The sequence of concepts should best meet the needs of a given locale and should make maximum use of the community's available resources. The idea of proceeding from the familiar to the less familiar, or the concrete to the abstract, has advantage over a patchwork sort of course offering. Emphasis should be placed upon coordination between elementary and secondary schools and secondary schools and institutions of higher learning.

Equipment and Supplies

Laboratories with storage space, equipment, and supplies for laboratory work by students at all grade levels, demonstration type equipment and materials, science reference materials to be used in the library by all grade levels, and adequate audio-visual aids are not only desirable, but essential for a science program in which visualizing and experiencing are primary features. Although teachers who are aware of this idea will improvise, encourage collection and construction by students, and otherwise attempt to improve the general equipment-supply situation, there is a limit to what can be done in this way. Careful purchasing in relation to the type of science program is necessary.

Methods of Instruction

A method of instruction should have the objective of leading the child to discover for himself. This idea would involve application of the following:

1) teach concepts by student involvement rather than memorization of isolated facts;

2) stress observation by the pupil rather than verbal presentation by the teacher;

3) provide opportunities in the class for student questioning and suitable facilities for a student to find his own answers;

4) utilize heterogeneous as well as homogeneous student grouping arrangements in which scientific concepts may be developed;

5) recongize the importance of individualized instruction;

6) stress the need for the teacher to know each student (his interests, hobbies, ambitions, etc.) in order to understand, motivate and encourage him;

7) encourage teachers to use innovative techniques and to include a variety of activities such as field trips, special projects, etc.;

8) encourage teachers to use current events to stimulate interest in the subject and to correlate concepts with everyday situations;

9) encourage teachers to exchange ideas with other teachers; and

10) encourage science related hobbies.

SOCIAL STUDIES

In our rapidly changing society where the changes are becoming increasingly complex, a certain amount of "social disorganization" has occurred. The world which children face includes these changes and the "social disorganization."

The social studies have both a responsibility and a challenge to assume a major role in educating children for life in a complex world. All fields in the school's curriculum have some social objectives. The field of social studies is unique in that its content, as well as its objectives, deals with people.

Social studies is at the crossroads of all disciplines. The importance of reading, writing, and figuring still ranks at the top of the educational priority list. Among the many aspects of learning for which these tools must be effectively used are the hard, cold facts of history, economics, political science, and geography.

Literacy is vital to America. This is a first function of our schools. In our form of government we depend upon the decision-making of millions of individuals. Our role in the affairs of the world economic and political scene requires that we make wise decisions. We must be responsible in teaching the complicated issues. It has become evident that we have failed many times to train many of our people in the broad responsibilities of citizenship.

There is considerable controversy over the issue of whether the social studies should serve primarily the needs of students or the needs of society.

Evidence indicates an increasing acceptance of the view that the aim should be to develop in students qualities that society values, desires, or at least approves. However, it would seem that any attention given the needs of culturally deprived children would also benefit society.

Social studies suffers from a lack of popularity among students. Teachers must be sensitive to the influences, both school and non-school, which cause this and adjust both curriculum and methods to increase student interest. If any group would fail to appreciate social studies it might well be that one which has received the least in social advantages and blessings--the culturally deprived group.

One of the objectives should be to show students that they are and will continue to be an important element in society. They will tend to be an advantage for society, or they will tend to be a problem for society. No individual is without some impact on society, however great or small, good or bad, that impact may be.

Teachers should examine controversial questions forthrightly. Issues and obstacles must be dealt with realistically.

More meaningful and direct learning experiences should be used. These experiences should consist of exploratory efforts that have more substance and are appropriate for today.

Social experience is basic to learning the social studies. It includes both direct experience and varying degrees and types of vicarious experience. Direct experience is especially important in stimulating learning by younger or less able students; vicarious experience is more for mature or more capable students.

To be effective, experience must be taught in depth; not merely one experience, but a series of experiences is required for learning the more significant concepts in social studies.

Social studies concerns itself with generally three different types of learning--the development of rather specific understandings (facts, concepts, generalizations, and principles); the development of wholesome attitudes (accepting responsibilities, love of country and fellowman); and certainly the development of skills or basic tools (reading independently, reading maps and charts, thinking analytically and critically, solving problems, and using references).

The most widely used methods of teaching social studies employ some variation of the following: recitation, question-answer and textbook review, discussion, student-conducted activites including panel discussion, debates, plays, forums, mock sessions, etc. Other methods include lectures (formal and informal), small group activities, individual student activities, including independent study, projects, and reports.

Research has confirmed the judgment of most authorities that no single method is best for all teachers, classes, or subject matter. Each teacher needs to utilize a variety of techniques to meet the varying abilities, interests, and backgrounds of the students.

Incorporated into the techniques mentioned should be activity forms which will encourage the development of individual students. Oral activities are considered to be of value to all students, but seem to be particularly helpful for younger and slow-learning students. Supervised study is valued for aiding in the development of effective skills in formal study. Group activities have value in providing learning situations in group dynamics, group processes, and interspersed relationships as well as contributing to knowledge of subject matter. Reading, so highly valued for its importance in the learning process, is particularly important in social studies where it is necessary to verbalize all concepts.

Teaching procedures can be made more effective by the discriminate use of instructional materials. These materials consist of: printed matter, including textbooks, newspapers, magazines, and materials usually found in a library; audio-visual aids; natural, human, and man-made resources in the local community.

Throughout the states, within the many school organizations, there is a remarkable similarity and uniformity in the objectives and in the content of the social studies.

Attention is usually given in the primary grades to community interests--home, school, neighborhood, public servants, life in other cultures past and present, and basic human needs. In grades four through six the offerings are most commonly geography and government. Grades seven through nine most often have courses in United States History, South Carolina State History, Geography, and Civics. Senior high programs most frequently consist of United States History, World History, and a variety of more advanced social studies courses such as Social Problems, Economics, Sociology, Government, and Advanced United States and/or World History.

It is agreed that sound education requires the identification and establishment of specific goals. Specific goals and real objectives for each grade (one through twelve) should be determined and outlined.

TRADE AND INDUSTRIAL EDUCATION

Trade and Industrial Education is a balanced program of studies and work experiences that have the common objective of producing competent workers for industrial development.

This program is designed for high school students fourteen years of age and older for the purpose of developing the skills, abilities, understandings, attitudes, working habits, knowledge, and information needed by students who desire to enter employment upon graduation from high school.

The ultimate goal of a trade and industrial education program is the development of a citizen who is competent economically, socially, emotionally, and physically. These classes are designed as trade preparatory training for students at the eleventh- and twelfth-grade level. The classes, which consist of both related studies and trade training, are offered three consecutive periods per day for two consecutive years or an approximate total of 1,080 hours.

A special effort should be made to reach the socioeconomically handicapped student and encourage him to take advantage of the vocational programs offered. Many of these students have been prevented or discouraged from entering vocational classes because of poor academic records, language difficulty, or undesirable personal characteristics. Even those who had the interest and the ability for the regular vocational programs and could probably have succeeded in them received little or no encouragement. The increasing variety in the types of jobs available holds much promise for disadvantaged youths. These young people, in common with all people, do not want to be trapped in "dead-end" occupations. They are sensitive about being trained for occupations which they feel have a menial stigma. Sometimes, as with all youngsters, their aspirations exceed their abilities. Many of the new career opportunities may appeal to the academically or socioeconomically handicapped.

It is not always possible to institute as a part of the regular educational programs of a school a vocational program with special service and educational aids designed to benefit the handicapped. This is sometimes due to insufficient funds, or because educators of other community agencies require more proof of the necessity for, or probable success of, such programs before they will extend the necessary cooperation. Instead, imagination and creative thinking are needed to develop programs that will effectively meet the occupational needs of handicapped youths and carry out the implications and purposes of the National Vocational Act of 1963. For instance, short-term programs might be developed for occupations such as service-station attendants, machine operators, custodians, stockroom attendants, hardware or builder supply attendants, and helpers for the various building trades.

The initiation, expansion, or revision of any trade and industrial education program should be based upon systematic surveys to determine the kind and magnitude of programs necessary to meet the demand by students for such education and the demand of the industries whose anticipated requirements are to be met.

A top-quality program of trade and industrial education commences with a comprehensive industrial arts program at the junior high school level that provides experiences in as many areas of industrial arts as possible. While industrial arts is covered in another report, it is necessary to remark here about the needs of this program as a prerequisite to trade and industrial education.

One semester or year of industrial arts at either the seventh, eighth, or ninth grade should be provided for all students, both girls and boys, with additional courses available on an elective basis. Such programs should place emphasis on the exploration of many material areas, application of concepts from other classes, development of the students' concepts of their own abilities and limitations, and interpretations of industries--their organization and contribution to our society.

At the high school level, further industrial arts programs should be made available to all students on an elective basis instead of the traditional area of woodworking. Emphasis should be placed on metal processing and fabrication, electricity, power mechanics, mechanical drawing, graphic arts, and many other areas. While industrial arts programs primarily contribute to the general educational needs of all students, individual vocational needs can also be fulfilled for socioeconomically handicapped students who have identified such a goal.

School personnel should assess pupils' special interest and aptitudes through a program of industrial arts. The school should provide more meaningful guidance to pupils wishing to enroll in classes in trade and industrial education. Occasionally, a pupil enrolls in a specific course of trade or industrial education only to find that he has no special interest or aptitude for that particular subject. While standardized test results are helpful for providing guidance to pupils in course selection, they are not substitutes for exploratory study in industrial arts.